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Connect
Primary 1
Teacher's Guide
Term 1
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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally-- curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy
Minister of Education and Technical Education

Contents

Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Who am I?	1 Hello	Hello, Goodbye, Miss Mona, Amira, Hana, Hany, Youssef	Hello. Goodbye. Shake hands. Play. What's your name? I'm (Hana). Open your book! Close your book!	b: bee, book, bag, bus, blue B: Busy Bee	**Communication: Self-expression:** I'm ... **Respect for diversity:** Let's make friends **Self-management:** I can follow instructions	**Love of friends:** Let's make friends!	Awareness of rights and duties	
	2 This is me	nose, mouth, eyes, ears, hands, hair	This is my (mouth). Touch your (nose). Well done!	h: hand, hair H: Hany, Hana n: nose, neck N: Noha	**Communication:** Listening and speaking **Self-management:** Let's be clean! **Critical thinking:** Observation	**Appreciation of science:** My body **Curiosity:** My body	**Preventative health:** Let's be clean!	**Science:** Keeping our body clean and healthy
	3 My school bag	bag, pen, pencil, pencil case, sharpener, ruler; one, two, three, four, five	What's this? It's a (pen).	p: pen, pencil P: Peter r: ruler, red R: Rasha	**Critical thinking: Observation:** Play time	**Curiosity:** Asking questions		**Math:** Learn numbers with Busy Bee
	4 It's my birthday	six, seven, eight, nine, ten; red, orange, yellow, green, blue, black	How old are you? I'm (six). One (orange) (cake). Two (blue) (balloons).	c: cake, card, candle C: Cairo o: orange, oil, olives O: Omnia	**Communication and self-management:** Show and tell **Collaboration and creativity:** Making a birthday card or a birthday cake	**Sharing, love and compassion:** A birthday party	**Community participation**	**Art:** Learn colors with Busy Bee! **Math:** Numbers 6-10
	Review 1	Revision from units 1–4			**Communication and sharing:** Listening and speaking **Self-management:** Self-assessment			

Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
The world around me	5 With my family	father, mother, grandfather, grandmother, brother, sister; please, thank you	Have some (cake). Who is this? This is my (mother).	f: flag, family father F: Fady t: tea, tree T: TV	**Communication: Self-expression:** Let's be polite **Collaboration and creativity:** Making a family tree	**Love and respect:** With my family	**Community participation**	
	6 Let's play music	drum, flute, triangle, guitar, piano	I can play the (drum). I can (touch).	d: drum, dog D: Dina g: guitar, green G: Gamila	**Communication:** Self-expression: I can play the (flute). **Critical thinking:** Play time	**Curiosity:** How we use our senses	**Environmental awareness**	**Science:** Our five senses **Music:** Common musical instruments
	7 At home	living room, bedroom, kitchen, bathroom, garden; star, square, triangle, circle, rectangle	Where's the boy/ girl? He's/She's in the (living room).	a: apple, ant A: Amira s: star, square S: Sami	**Communication:** Listening and speaking **Creative thinking:** My home	Love of home	**Loyalty and belonging:** My home	**Math:** Learn shapes with Busy Bee! **Art:** My home
	8 At the Pyramids	camel, key, pyramids, Sphinx, stones, king, queen; big, small	The (camel) is big. The (ant) is small.	k: key, kite K: King q: quiet Q: Queen	**Respect for diversity:** I live in Egypt **Critical thinking:** Creating relationships: Big and small	**Tolerance and acceptance of others:** I live in Egypt	**Loyalty and belonging:** I live in Egypt	**Math:** Big and small **Social studies:** The pyramids

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
9 At the beach	kick, throw, skip, dig, swim; in, under, on, behind; box	I can (dig). Where is it? It's (under) the (book).	i: in, insect I: Injy u: under, umbrella U: Uncle	**Communication: Self-expression:** I can ... **Critical thinking: Observation:** Where's ...?	**Curiosity:** positions	**Environmental responsibility:** Keeping the beach clean	**Science:** Recognizing body movements
Review 2	Revision from units 1-9			**Self-management: Self-assessment**			

Introduction

Welcome to *Connect Primary 1*. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun engaging activities, to encourage the students' language development.

Aims of the course

The course aims to give primary students the tools they need to develop their knowledge and use of English, and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world.

The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD). It has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful learning experience. The current socio-cultural theory of learning focuses on the importance of social interactions for learning. In *Connect Primary 1*, students also practice using language in realistic social interactions, such as playing with friends, shopping, etc.

The units are divided into four main themes *(Who am I?*, *The world around me*, *How does the world work?*, *Communication)*, encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of *Connect Primary 1* reflects the children's environment, so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in *Connect Primary 1* include body parts, classroom or school objects, numbers and colors, family, musical instruments, home, the pyramids and the beach.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are in Primary 1 and have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons, which clearly show what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. The first term has 9 main units and the second term has eight main units plus two review units for each book. Each main unit consists of six pages, which equate to three lessons, plus two
Play time pages. If the unit features a project, it has eight pages (four lessons).

Each unit has an appropriate topic for young children. The three lessons in each main unit include a variety of the following features:

- listening and speaking practice of the target language of the unit
- presentation of vocabulary in the context of an illustration

- phonics presentation and practice, including listening, speaking, tracing and writing tasks
- deeper exploration of life skills, values, and issues
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art and Social Studies
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

After each main unit, there are two pages of *Play time* activities. These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. They are intended to be extra fun tasks only and are not compulsory.

The review units, which appear after each theme, are designed to practice and consolidate the language students learned so far. The review units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Digital materials

Links are included throughout the Teacher's Guide to videos of the songs and integrated curriculum content to help teachers to explain more difficult concepts.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set alongside the accompanying notes. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the CD. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress, or those students needing more practice and revision. There are fast finishers activities and practice game suggestions at the end of each lesson.

The Teacher's Guide also provides suggestions for successful classroom management. Teaching large classes is demanding and it is therefore important to vary your teaching to enable each individual student to participate, as well as to use group work, pair work and class work effectively. The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis. For example, the Student's Book guides you to stop at the end of each unit and to discuss what students have learned with them, using the Unit reviews and assessment pages. The Teacher's Guide also offers advice to 'stop and check' understanding after new language is presented before moving to a practice activity.

How to use the course

Unit walkthrough

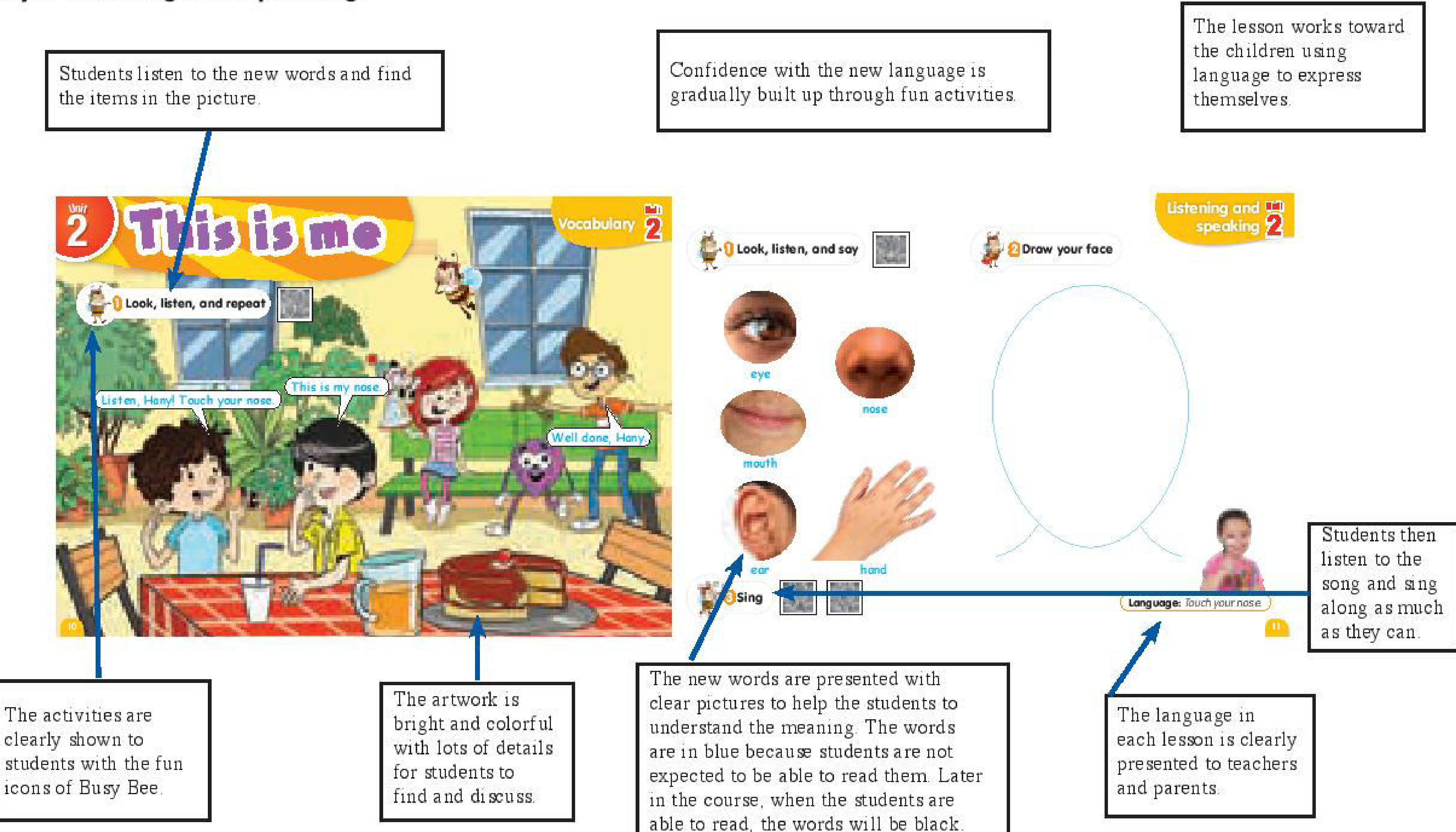
There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Vocabulary / Listening and speaking

Students listen to the new words and find the items in the picture.

Confidence with the new language is gradually built up through fun activities.

The lesson works toward the children using language to express themselves.



Students then listen to the song and sing along as much as they can.

The activities are clearly shown to students with the fun icons of Busy Bee.

The artwork is bright and colorful with lots of details for students to find and discuss.

The new words are presented with clear pictures to help the students to understand the meaning. The words are in blue because students are not expected to be able to read them. Later in the course, when the students are able to read, the words will be black.

The language in each lesson is clearly presented to teachers and parents.

Introduction

Phonics / Handwriting

Students listen to the phonics on the CD, which presents the target sounds and words. They listen and repeat the sounds.

The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.



This feature shows students where the letters they are studying fit into the alphabet.

Clear guidance about the formation of each letter is given on this page. Students can then practice tracing the letter in the context of a word.

Life skills, Values and Issues

Life skills, *Values* and *Issues* are integrated throughout the course, but there are also specific lessons focusing on these learning points.

In this task, students apply problem solving skills to work out what each picture shows and whether it is a good or bad behavior. The photos can be used to start class discussion.

Photographs show scenes that will be familiar to students and which they can relate to their own lives.

Let's be clean!

Issues Unit 2

1 Listen and point, then say

face hair hand teeth salad

1 Look and draw

2 Say

Language: I'm clean.

Unit review Unit 2

3 Look and draw

Vocabulary

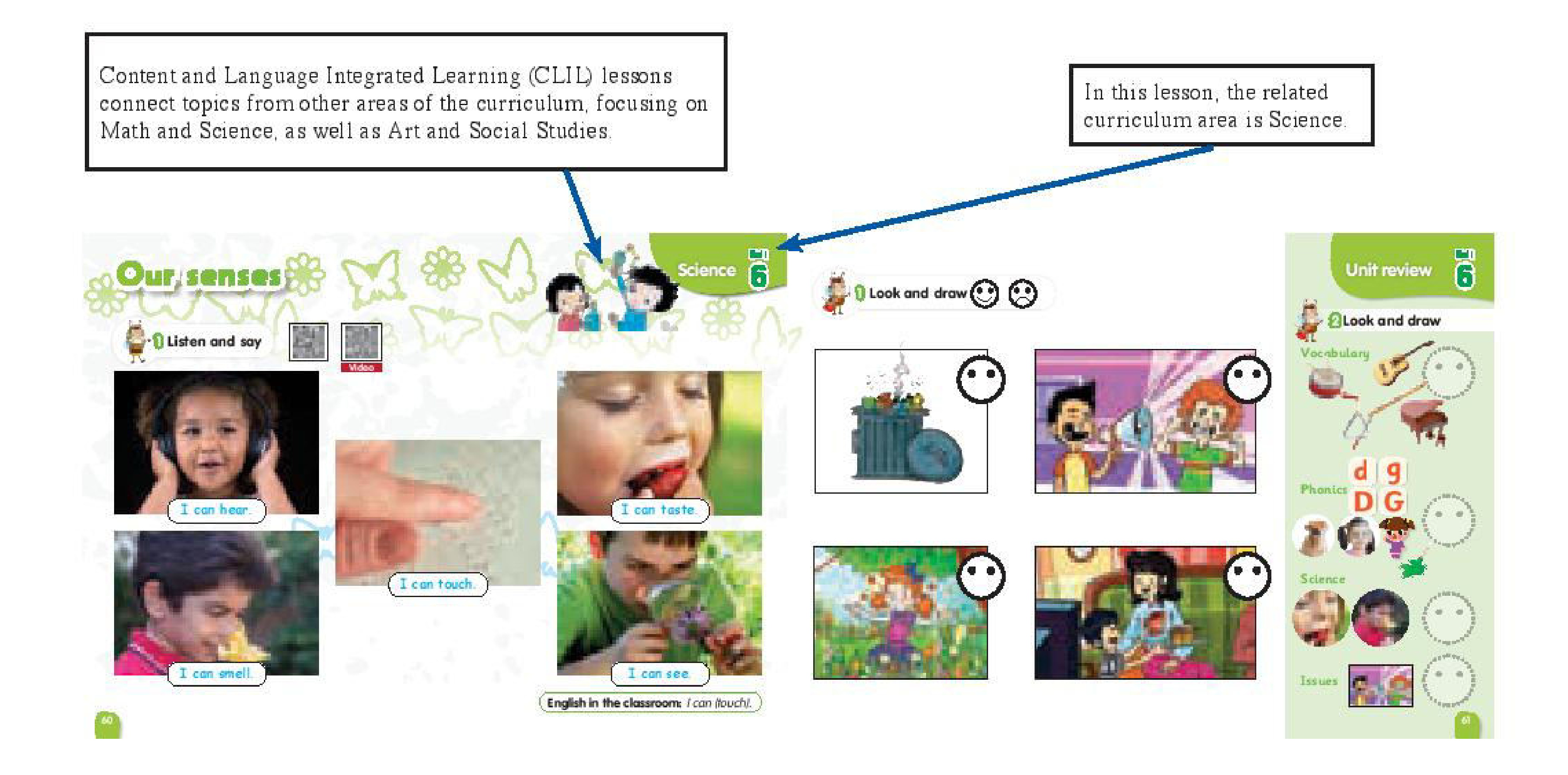
Phonics h n H N

Issues

The topics of the *Life skills*, *Values* and *Issues* pages are carefully chosen to present goals that students can achieve for themselves.

Introduction

English in the classroom (CLIL)



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that students are studying in other lessons, and particularly in Math and Science.

Project and Show and tell

In this project, students make a birthday cake from modeling clay, so that they can talk about birthday. In addition, it consolidates the *language*, *life skills* and *issues* of the unit. Also, the project can be a valuable tool through which you may assess students' progress in these areas.

For the *Show and tell* activity, students bring objects from home to show the rest of the class and to talk about. The photograph shows what the students need to do. If it is difficult for the students to bring items from home, they can present something which they have made or drawn.



Resources needed for the project are clearly shown on the page.

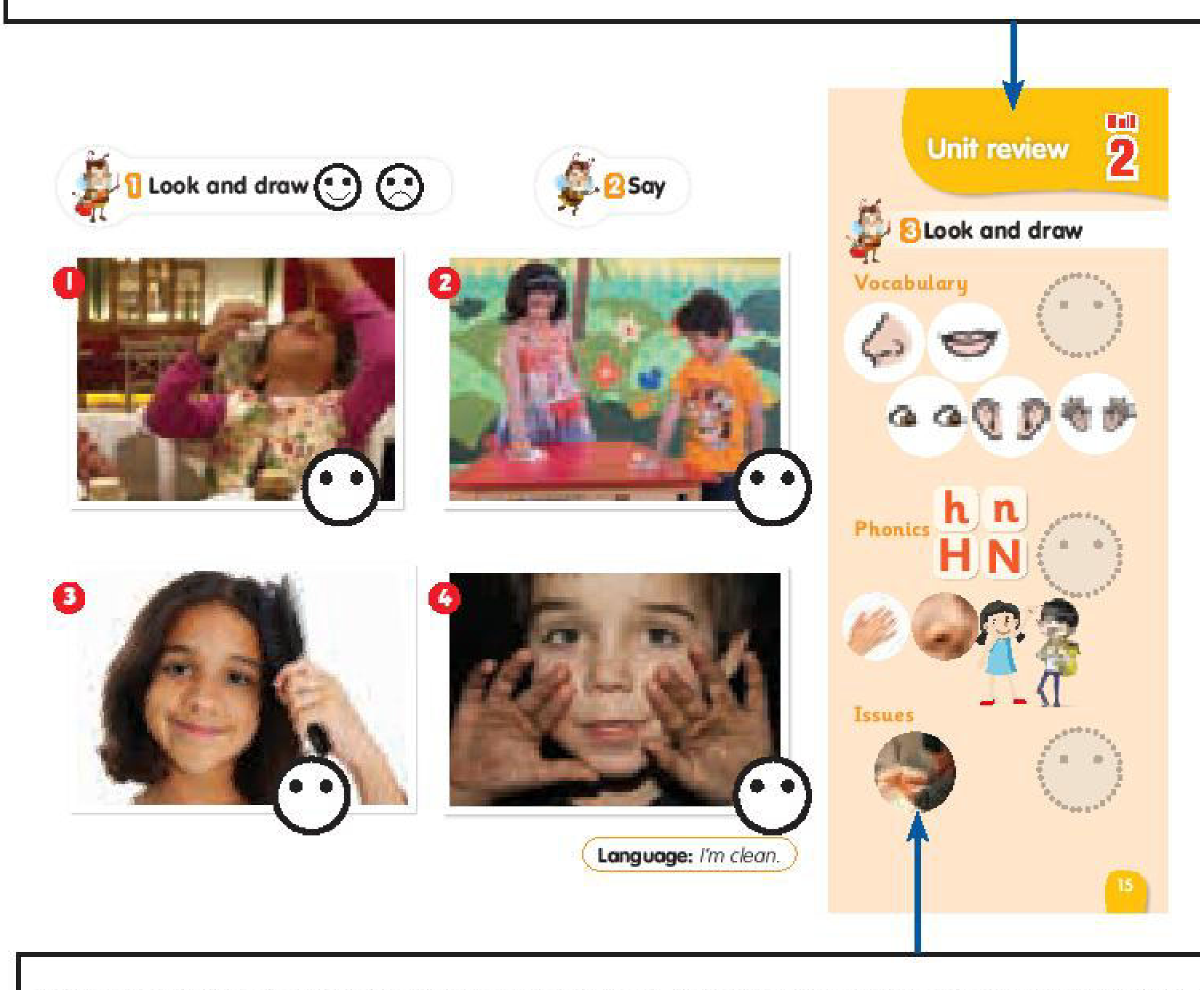
Full guidance about how to complete the project is given in the Teacher's Guide.

After completing the project, students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

Both creativity and working in groups are important elements of the Primary 1 curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families.

Unit review

Every units ends with a unit review. This revises all the language that students have learned in the unit. The revision is guided by the teacher and then followed by student self-assessment.



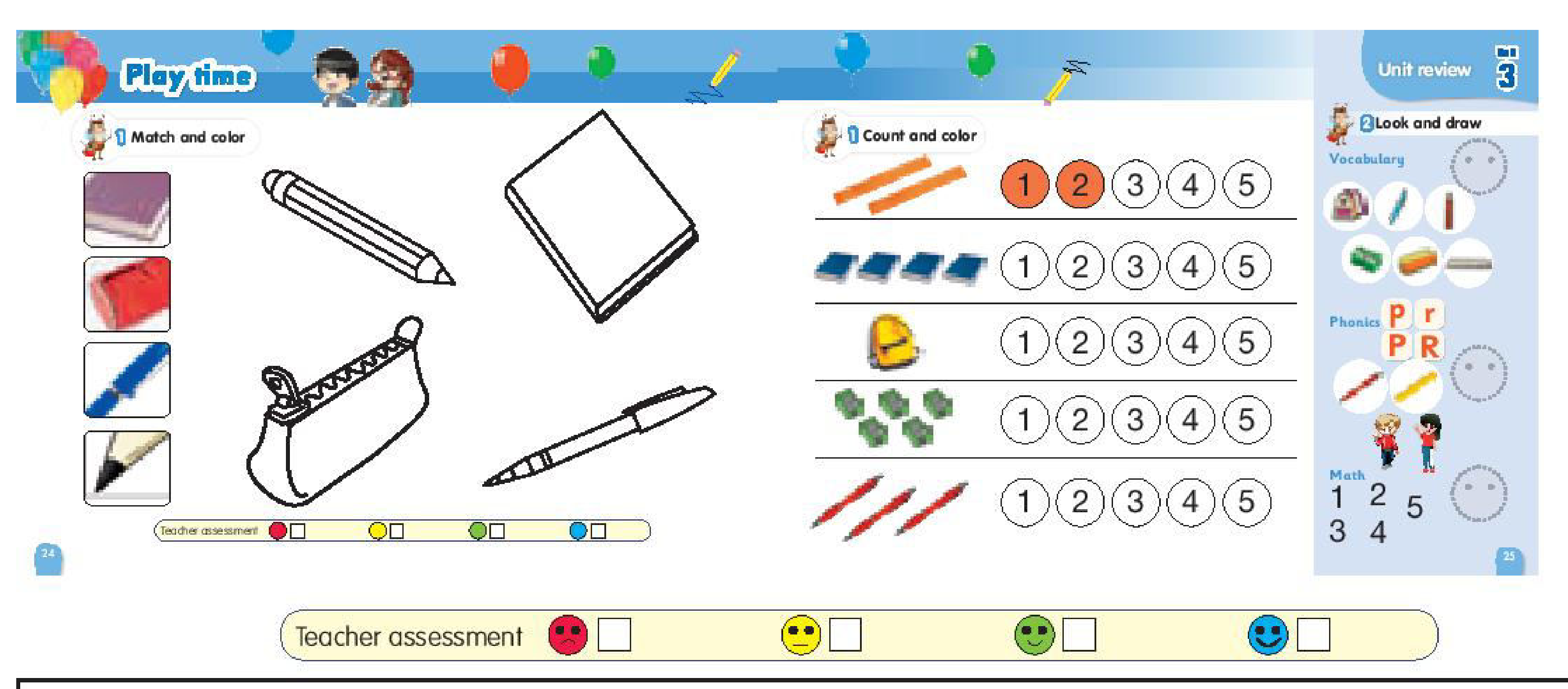
The final part of the lesson is a self-assessment activity. The students look at each element of the unit. If they understand each part, they draw a smile onto the faces and color them. Full guidance for this section is given in the Teacher's Guide.

Play time

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.

The children are working more independently on these pages, so they also have a chance to develop problem solving and self-management skills.



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.

Collect the books at the end of the unit. Look at the students' own assessment of their progress in the Look and draw activity. Check that you agree with their own assessment and then allocate your own assessment level of their progress.

For your own records, give students a grading for each skill. Then, for each student, tick the correct colored face in the Student's Book to represent their general progress in all the skills.

Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

The communicative approach

Listening and speaking are vital language skills for communicative competence and *Connect Primary 1* offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class, group and pair work through the context of unit topics, short narratives, interactive activities, songs and games until they become a part of the students' active repertoire.

For *Primary 1*, the language and topics of the course remain close to the world of the student, only gradually moving out into the world beyond, and returning regularly to the familiar territory. All new vocabulary is related to the unit topic. The words are of high frequency and so they can be used actively by the students throughout their language learning experience. In this way, the students' learning feels relevant and personal to them.

The new structures and vocabulary introduced throughout the book are continually recycled, and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self-assessment by students to monitor their continued progress.

The syllabus both develops and consolidates the skills of reading and writing. Throughout this course, short texts serve as models which are used for comprehension and writing. Writing begins with simple practice in writing from left to right in a variety of exercises and contexts. This is followed by the introduction of letters with ample opportunities for both recognition and practice.

The communicative approach exposes the students to a range of structures used in English, helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students' learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles:

1 **Instructor:** You introduce new language, give instructions to students, and decide what language and activities need to be practiced.

2 **Manager:** You organize the classroom in order to fulfill the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).

3 **Advisor:** When students are working in pairs or groups, you move from group to group to monitor progress, help individual students with unknown words or difficulties in understanding the activity, or correcting mistakes.

4 **Personal tutor:** You need to identify individual student's areas of difficulty and find ways of helping them.

Preparation for teaching

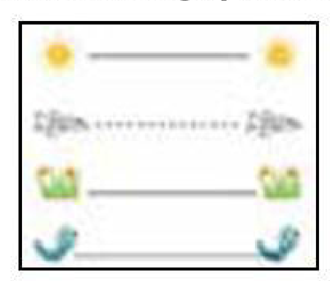
Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson, making or collecting any additional resources required, so that you are fully equipped and ready to teach the lesson. You will also need to prepare listening activities involving the CD in advance.

Teaching reading and writing skills

This course was carefully designed to support both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they

develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogs.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly. Ensure students don't grip the pencil too tightly.





Use the *Sky Writing* procedure, as in the pictures on the right: The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder. The teacher writes on the lines and says the steps out loud. Then, students trace the letter in the air, saying the steps out loud with the teacher. Repeat each Jetter. For example, to write the letter *h*, say *Start at the Sky Line*, *go straight down to the Grass Line*, *go up and around to the Plane Line and around down to the Grass Line*. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Students are shown how to write each of the letters they are taught. The teacher should demonstrate the letter formation in the air first with his/her back to the class, making the starting point and direction of writing clear. Students copy the letter formation in the air and say the sound at the same time. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care while following the directional arrows on the page.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students' ability to discriminate between similar sounds and so develops their listening skills. In addition, learning language through phonics has been shown to develop students' spelling, and consequently their writing skills too.

Connect Primary 1 introduces students to the basic sounds of the language through a phonic approach. The students are presented with the main phonemes of the English language in conjunction with their main related letters. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice the formation of the letters through carefully graded activities.

For Primary 1, the course concentrates on the presentation of the 26 letters of the English alphabet, on the formation of these letters and on their most usual presentation. The pronunciation is always taught with known words or words relevant to the unit topic. In later units, students are given the opportunity to combine the letters they have learned and to read simple, high-frequency consonant-vowel-consonant (cvc) words.

Each letter sound is presented using similar procedures. Teachers show a picture, item or action to elicit the word, e.g they kick their leg to elicit the word *kick*. Then they draw the letter on the board and point and say the letter sound, e.g. */k/*, and encourage students to repeat. They kick again and elicit *kick*. Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word, e.g. */k/ kick*.

Capital letters are presented along with lower case letters. Students are introduced to a word that starts with a capital letter (a name). Students are taught that all names begin with capital letters because they are special kinds of words.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and content, which focuses on areas such as Math and Science, as well as Social Studies and Art. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

Introduction

Teaching life skills

Children at early primary age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions:

- **Learn to live together:** skills for active citizenship: respect for diversity, empathy, sharing and accountability. In *Connect Primary 1*, skills introduced for this dimension include sharing (working together) and respect of diversity.
- **Learn to be:** skills for personal empowerment: self-management, resilience and communication. In *Connect Primary 1*, skills introduced for this dimension include building communication skills and self-confidence, effective listening and assessing progress.
- **Learn to do:** skills for employability: collaboration, negotiation, decision making and creativity. In *Connect Primary 1*, skills introduced for this dimension include respecting others, behavior for working in groups and exchanging information.
- **Learn to know:** skills for learning: creativity, critical thinking and problem solving. In *Connect Primary 1*, skills introduced for this dimension include problem solving skills and creativity in project and presentation tasks. Stories, activities, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by the four learning dimensions in early years education . While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information, in addition to creating their own work. Within the materials as whole, the students actively contribute to their own cognitive development, which helps to create confident and smart early thinkers.

Teaching values

Values education is the teaching of values such as tolerance, honesty, sharing and independence. These values help to create good citizens. and are a very important development step for children of this age.

Students are introduced to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity, perseverance, cooperation, politeness, respect, tolerance and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- Non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 2. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning, it's inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as stand up, sit down, clap your hands and open your books are some of the common instructions which could be used. TPR is also used to react to the content of songs in miming activities and guessing games.

Projects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom. The projects are used as a tool to integrate life skills, values and issues - in addition to concepts from other diciplines - with language. They are also a tool for assessing the students' progress in these areas.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage. Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the *Games Bank* at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games that can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive, active learners. For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through playing and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be a great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Ongoing assessment

It is most important for you to be aware of your students' progress throughout the year in order to engage the more able students and keep them interested, and to encourage and give extra practice to any student who may be having difficulties.

The *Practice game* suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson, so the students' performance in these activities can serve as an indicator of their progress. Similarly, the *Now I can say ...* box at the end of the revision units can also be used as a tool for ongoing assessment at the end of each batch of units.

Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or pronunciation, focus on this in the next lesson. Individual difficulties can be dealt with by talking to the student, or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors, to build confidence and show that we can learn through making mistakes.

Also, be aware that students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should all be encouraged and praised for their efforts in every skill. Integrate your students into mixed-ability groups so that they can help each other to learn and encourage them to do this. For example, if some students finish drawing and writing tasks quickly, they can be encouraged to help others to complete their work.

Classroom Management

Working in whole class, pairs and groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson.

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle).

Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers.

Lean and Whisper

Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.

Playing time

This could be a free play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner, for example. Observe how they play and interact with their classmates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books and crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Practice game and closing

The *Practice game* at the end of each lesson is designed to review and consolidate the language that students have learned. It is an important part of the closing of the lesson. There is a brief closing statement from the teacher in each lesson too. This allows the teacher to summarize what has been learned and tell students what they can look forward to in the next lesson.

Goodbye time

Use this opportunity for the children to say *goodbye* to you in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!

Let's sit down!

Let's be quiet!

It's time for a story!

Stand up, please.

Go to your table.

Open your books.

Close your books.

Tidy up, please.

Stand in a line.

I hope you enjoy using this innovative, new course which has been lovingly written and designed to create a memorable and purposeful language-learning experience.

Unit 1

LESSON 1 page 2

Objectives: To welcome the students to their new English class
To introduce students to their course books and the course characters
To identify the front/back cover
To identify the title page of the book
To greet your teacher and friends
To introduce yourself and ask others their names

Life skills: Communication: Self-expression: I'm ...

Vocabulary: *hello, goodbye, name, Busy Bee, Miss Mona, Hany, Hana, Amira, Youssef*

Language: *What's your name?*
I'm (name).

Materials: Student's Book pages 2 and 3
Audio files
Coloring pencils or crayons
Paper for the *Fast finishers* activity
A soft ball for each group table for the *Hello* consolidation game

Opener

- Welcome the children with a smile. Make sure they know where to sit.

Presentation

1 Smile at the students and welcome them to the class by saying *Hello*.
2 Encourage them to respond *Hello*. Do this several times.
3 Now say *Hello* to different students and encourage the response *Hello*.
4 Do not worry about pronunciation too much now; it is important that students are happy and relaxed enough to attempt to repeat the word.
5 Wave and say *Hello* to the class.
6 Say *Hello! I'm Miss/Mr. (name)*. Help the students reply *Hello! Miss/Mr. (name)*.
7 Say *Hello! I'm Miss/Mr. (name)* to individual students. Help students reply.
8 Put students into groups repeating this dialog. Go around the classroom to make sure the groups are doing well. Put students into new groups until most students know each other.

1 [CD 1.2] Look, listen, and repeat

1 Hold up your book. Say *Where's the front cover?* Help students identify the front cover. Say *Where's the back cover?* Help students identify the back cover. Show the students the title page inside the book too.
2 Say *Open your books* and demonstrate the meaning by holding your copy up, open at pages 2-3. Repeat until all students have their books open at the right page. Make sure all the students can see when you use your book with the class. Walk around the room if necessary.



3 Point to Miss Mona. Say *Miss Mona* and encourage the students to repeat. Repeat this for *Hany, Hana, Youssef, Amira*, and *Busy Bee*.
4 Point to a character and ask *Who is this? Busy Bee? Miss Mona? Hana?* Students say each name.
5 Change the order and point to the characters asking *Who is this?* Use calling sticks to choose students to answer.
6 Cup your hand behind your ear and say *Listen*. Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak.
7 Play the CD again, sentence by sentence. Ask the students to repeat the words and point to the character who is speaking each time. Ask the students to point to the character and hold up their books to show you.

Audioscript

Miss Mona: *Hello, I'm Miss Mona.*
Hany: *Hello, I'm Hany.*
Youssef: *I'm Youssef.*
Hana: *I'm Hana. What's your name?*
Amira: *I'm Amira.*

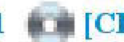




8 Introduce yourself by saying *Hello, I'm Miss/Mr. (name)*. Repeat several times and point to yourself.
9 Speak directly to individual students and encourage a full greeting and introduction in response.
Example:
Teacher: *Hello, I'm Miss/Mr. (name).*
Student: *Hello, I'm (name).*
Repeat the dialog with each student. Again, building confidence and a willingness to speak is more important than the students' pronunciation at this stage.
10 Ask pairs of volunteers to perform the dialog. Praise all their efforts.
11 Model the question *What's your name?* for the class to repeat several times.
12 Ask *What's your name?* for students to answer *I'm (name)*.
13 Put students into pairs to practice the dialog.
Example:
Student A: *What's your name?*
Student B: *I'm (name).*
Student A: *Hello, (name).*
Go around the classroom, checking pronunciation and helping as necessary.
14 Say *Listen*. Play the CD again and gesture to the students to follow in their books.



LESSON 1 page 3

1  [CD 1.3] Listen, point, and say

1 Help students to find page 3.
2 Point to the first picture. Wave and say *Hello*. Encourage students to wave and say *Hello*.
3 Point to the second picture. Pretend to walk away, wave and say *Goodbye*. Encourage students to wave and say *Goodbye*.
4 Cup your hand behind your ear and say *Listen*. Play the CD and point to each picture.
5 Play the CD again, word by word, and ask students to point and repeat each time.

Audioscript

Narrator: *hello*
goodbye
I'm Hany.
I'm Hana.
I'm Youssef.
I'm Amira.

2 Look and say

1 Hold up your book and point to Exercise 2.
2 Point to the picture on the right and say *What is it?* Explain that the boys are meeting, so they are saying *hello*.
3 With your hands, motion to students to stand up, and say *Stand up*. Repeat this until all the students are standing.
4 Say *Hello. What's your name?* to the first student. He/She answers *Hello. I'm (name)*. Shake hands.
5 Encourage Student 1 to ask the same question to Student 2 and to shake hands with him/her. Student 2 answers and then asks Student 3, and so on, giving as many students as possible a turn.

3 [CD 1.4 and 1.5] Sing

1 Play the song. For each verse, students point to the correct character on page 2.
2 Play the song again and encourage students to join in as much as they can.
3 When students are able to, play the version of the song without words. Students sing as much as they can.

Audioscript

Everyone: *Hello, hello, hello!*
Hany: *Hello, I'm Hany!*
Everyone: *Hello, Hany!*

Unit 1

Everyone:	*Hello, hello, hello!*
Hana:	*Hello, I'm Hana!*
Everyone:	*Hello, Hana!*
Everyone:	*Hello, hello, hello!*
Miss Mona:	*Hello, I'm Miss Mona!*
Everyone:	*Hello, Miss Mona!*

4 Play the song from Exercise 3 one more time and encourage the boys in the class to sing with Hany and the girls to sing with Hana. You should sing the teacher's part.

Fast finishers

- Students can draw a simple picture of Hany, Hana, Amira or Youssef. They can draw the complete character or just the face. They can show the picture to another student and say *Hello, I'm (Amira)*. The other student replies *Hello, (Amira)*.

Practice game

Play *Hello* (Games Bank, page 95).

1 Ask the children to sit in a circle. If they sit at group tables, they can play around the table. Use one group to demonstrate the game.
2 Say a child's name and roll the ball to that child.
3 The child stops the ball and says *Hello, I'm (name)*.
4 Say *Hello, (name)* and encourage the class to join in.
5 The child then rolls the ball to another child, and the game continues in this way until all the children finish.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Point to the characters on page 2. Ask *What's his name? / What's her name?* for each person and elicit the names.
- Say *Next we will learn about the /b/ sound.*
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.



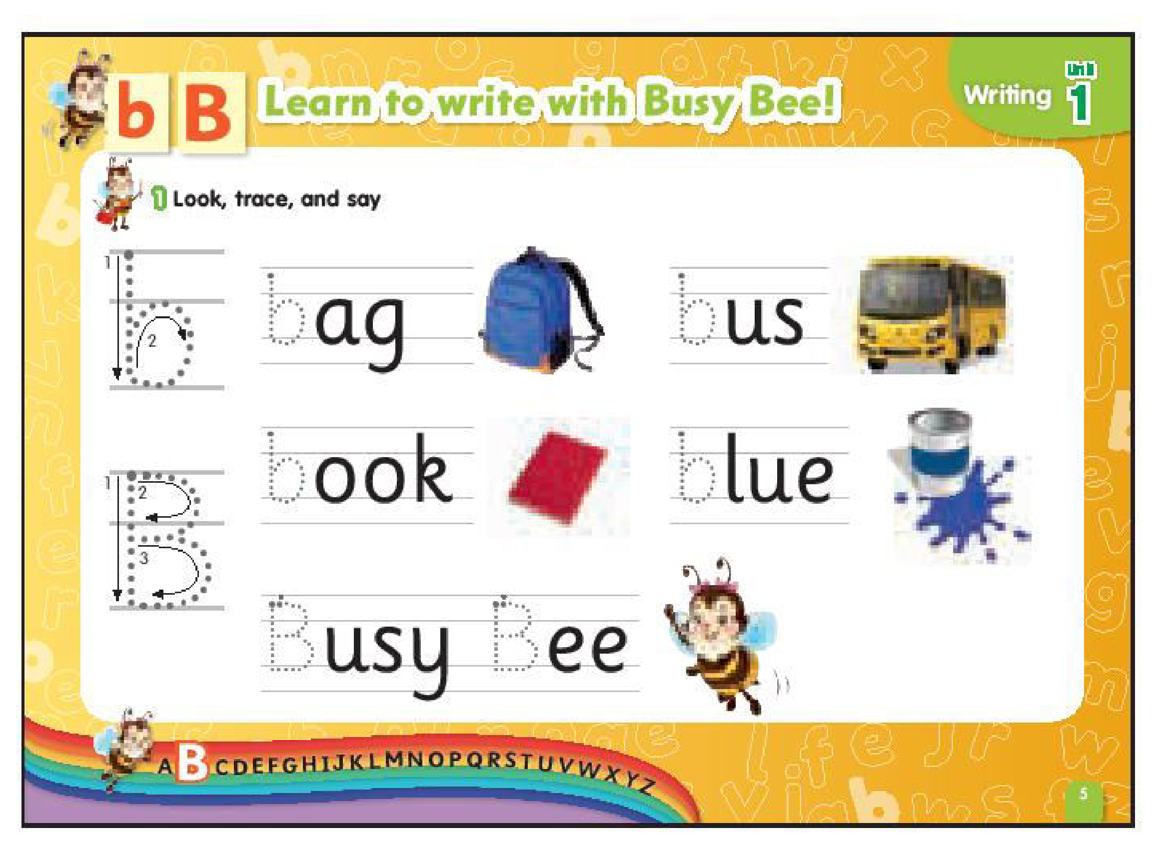
LESSON 2 page 4

Objectives:	To recognize and produce the letter sound /b/ To find words with the /b/ sound To trace and copy the letters *b* and *B*
Vocabulary:	*bag, book, bee, blue, bus*
Materials:	Student's Book pages 4 and 5 Audio files Optional: Paper for the *Fast finishers* activity A soft ball for each group table for the *Hello* consolidation game

Opener

- Wave and say *Hello* to the class.
- Greet and introduce yourself to various students, using *Hello, I'm (name)* and encourage them to respond in the same way.
- Ask different students *What's your name?* to encourage *I'm (name)*.





- Put students into groups, sitting in circles. Give each group a soft ball and play the *Hello!* game again (Games Bank, page 95).

Presentation

1 Hold up a bag and ask *What's this?* Say *bag, bag, bag*. Ask students to repeat.
2 Write the letter *b* on the board.
3 Point at the letter and say /b/. Students repeat the sound /b/ with you.
4 Hold up the bag again and elicit *bag*.
5 Write the word *bag* on the board and circle the *b*.
6 Point to the letter on the board, hold up the bag and say /b/, /b/, *bag*.

1 [CD 1.6] Listen and repeat

1 Hold up the Student's Book. Show students the front page, back page, how you open the book from left to right and the title of the activity. Help them find page 4.
2 Point to the picture of the bag and ask *What's this?* Students say the word *bag*.
3 Then point to the letter b on the page and say the sound /b/. Students repeat after you. Practice this several times in groups.
4 Repeat steps 2 and 3 with a book.
5 Say *Listen* and play the CD, encouraging students to repeat the word and sound.

Audioscript

bag, /b/	*book, /b/*
bag	*book*
/b/	*/b/*

2 Look and circle b and B

1 Look at the pictures with the class and say *What can you see?* It may be difficult for students to produce these words in English. If no student is able to produce the word, say it and encourage students to repeat (*bag, book, blue, Busy Bee, bus*). Say the words together with the class.
2 Point to the bag. Say the word *bag*. Say /b/ *bag*. Point to the *b* and show students how to draw a circle around it.
3 Point to the blue paint. Say the word *blue*. Say /b/ *blue*. Ask students to draw a circle around *b*. Ask them to hold up their books to show you their answers.
4 For large classes, put students in pairs or groups at this point and ask them to continue in the same way. Go around the classroom and help as necessary.
5 Point to Busy Bee. Say the word *Busy Bee*. Say /b/ *Busy Bee*. Ask students to draw a circle around *B*. Ask them to hold up their books to show you their answers.
6 Explain that Busy Bee is a name and so it starts with a capital letter. Write *Busy Bee* on the board. Select a confident student and ask him/her to circle the capital B's. Ask students to think about why it is a capital B. Encourage students to reply that it is a name. Praise all correct answers.
7 If your class needs more help, follow steps 8-9.
8 Point to the book. Say the word *book*. Say /b/ *book*. Ask students to draw a circle around *b*. Ask them to hold up their books to show you their answers.
9 Finally, point to the bus and say /b/ *bus* together with the class. Ask students to draw a circle around *b*. Ask them to hold up their books to show you their answers.

Extra practice

- ❑ Point to each picture and ask the class to say the sound /b/ and the word.

LESSON 2 page 5

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter b. Say the sound /b/. With your back to the class, write a large letter *b* in the air with a finger. Make the starting point (the large dot) and direction of writing clear. Say *Start at the Sky Line, go straight down to the Grass Line, go up and around to the Plane Line and around and down to the Grass Line.*

Unit 1

3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Repeat the procedure for the capital letter *B*.
6 Help students to find page 5.
7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
8 Ask students to trace over the dotted letter b in their book with a finger first.
9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
11 Read the five words to the students. Ask them to trace the letter *b* for each word.



Fast finishers

- Students can make a *b*/*B* poster to be displayed on the wall. They write and decorate a large *b* and *B* on the page and draw a picture to match the initial letter sound (*bag*, *book*, *bee*, *blue*, *bus*). If they know any other simple words that start with *b*, e.g. *ball*, they can draw them. If students do not have time to complete this task in class, they can do it at home and bring it to the next lesson.
- If you have space, you could create a display board for phonics posters and add words to it throughout the course.

Practice game

Play *Circle it* (Games Bank, page 94).

1 Divide the board in half. On one side, draw a simple shape or write a letter, on the other side write the letter *b*. Ask for a student to come to the board and point to the letter *b*. Say *Point to b*.
2 Rub both out. Draw a new shape or letter and the letter *b*, and ask another student to point the letter *b*. This time draw a big circle around the correct answer. Encourage students to draw the circle themselves in the following rounds.

Closing

- Elicit from students what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw the letters *b* and *B* on the board. Point to them and elicit the sound.
- Say */b/*, */b/*, ... *bee*. */b/*, */b/*, ...? Encourage students to say other words they know which start with the */b/* sound.
- Say *Next we will learn about classroom rules*.
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.



LESSON 3 page 6

Objectives: To reinforce the importance of making friends
To listen to and follow instructions
To listen to and sing a song about making friends

Life skills: Self-management, respect for diversity

Values: Love of friends

Language: *Open your book, close your book, open your bag, close your bag*

Materials: Student's Book pages 6 and 7
Audio filesv
Online song video
Coloring pencils or crayons

Opener

- Play *Hello!* (Games Bank, page 95) to revise greetings.







1 [CD 1.7] Listen, point, and say

1 Hold up a book. Say *What is it?* and elicit the word *book*. Hold up a bag. Say *What is it?* and elicit the word *bag*. Repeat several times with both objects, getting gradually faster.
2 Help the students to find page 6.
3 Point to the first picture (top left). Ask the students what they are doing and elicit the action (opening their books). Point to the picture and say *Open your book*. Ask the students to repeat.
4 Repeat for the other pictures.
5 Say *Listen and point*.
6 Play the CD. Stop after each sentence and ask the students to show you which picture they are pointing at. Go around the classroom and check the answers.
7 Say *Listen*, *point* and *say*. Play the CD sentence by sentence and encourage students to point at the pictures and repeat the sentences.

Audioscript

Open your book.
Close your book.
Open your bag.
Close your bag.

2 [CD 1.8] Listen and do

1 Explain that students are going to hear some instructions and they must listen carefully and follow them, using their own books and bags. Cup your hand to your ear and say *Listen*.
2 Play the CD to the class and stop and check to make sure all students are following the instruction correctly.
3 Continue with the rest of the dialog, pausing after each instruction for students to follow.

Audioscript

Open your book.
Open your bag.
Close your book.
Close your bag.
Open your bag.
Open your book.
Close your book.
Close your bag.

LESSON 3 page 7

1 Look and say

1 Help students to find page 7.
2 Look at the pictures with the class. Ask them to say what they can see: (boys shaking hands), (children playing), (children holding hands). Accept all reasonable answers, including simple words. Then say the full answers.
3 All the pictures show friends. Ask students what friends do (they are kind, they smile, they help each other, etc.) Accept all correct answers. Say *Well done!*
4 Ask students when do we say *hello* (when we meet friends) and when do we say *goodbye* (when we part from friends).

2 [CD 1.9 and 1.10] Sing and do

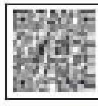
1 Play the song. For each verse, students wave when they hear *hello* and *goodbye* in the song.
2 Play the song again and encourage students to join in as much as they can.
3 When students are able to, play the version of the song without words. Students sing as much as they can.

Unit 1

Audioscript

Open your bag, open your book
Say Hello, Hello!
Hello, Hello, Hello, Hello!
It's time to say Hello!

Close your bag, close your book
Say Goodbye, Goodbye!
Goodbye, Goodbye, Goodbye, Goodbye!
It's time to say Goodbye!



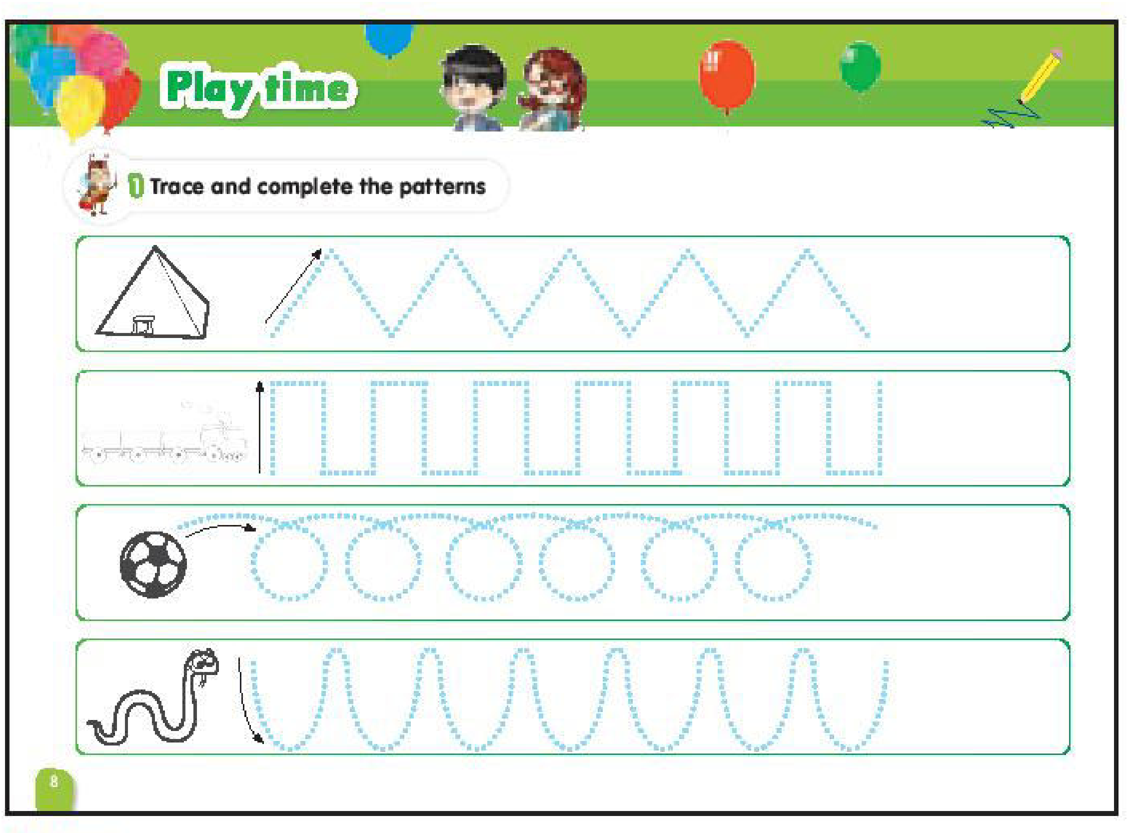
Digital link: A video of this song can be accessed by scanning this QR code.

3 Look and draw

1 Hold up your book. Make sure every student has some coloring pencils or crayons.
2 Point to the *vocabulary*. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know them, they should draw a smile and color the face.
3 Draw the letter *b* on the board. Point to the photo of the bus. Ask *What is it?* to elicit *bus*. Can the students think of any more words that start with *b*?
4 With your back to the class, write a large letter *b* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so.
5 Repeat the procedure for the capital letter B.
6 Ask your students to draw a smile onto the face next to the *Phonics* and color it if they know them.
7 Point to the *Life skills* photos. Ask *What are they doing?* Discuss how we make friends. Ask students to draw a smile onto the face next to the photos and color it.

Practice game

Play *Mingle* (Games Bank, page 95) to revise greetings.
1 Ask students to stand up and walk around the room.
2 When you clap, they stop and find a partner. Then the students complete a mini-dialog with their partner: *Hello, what's your name? I'm (name).*
3 When you clap again, students walk around the room again until you signal that they should stop and complete the dialog again with a new partner.
4 To prepare for this game, practice having the children walk around the room and have them stop still and be quiet each time you clap your hands. If your classroom is small, you can divide your class into two groups and make the groups take turns to do the activity.



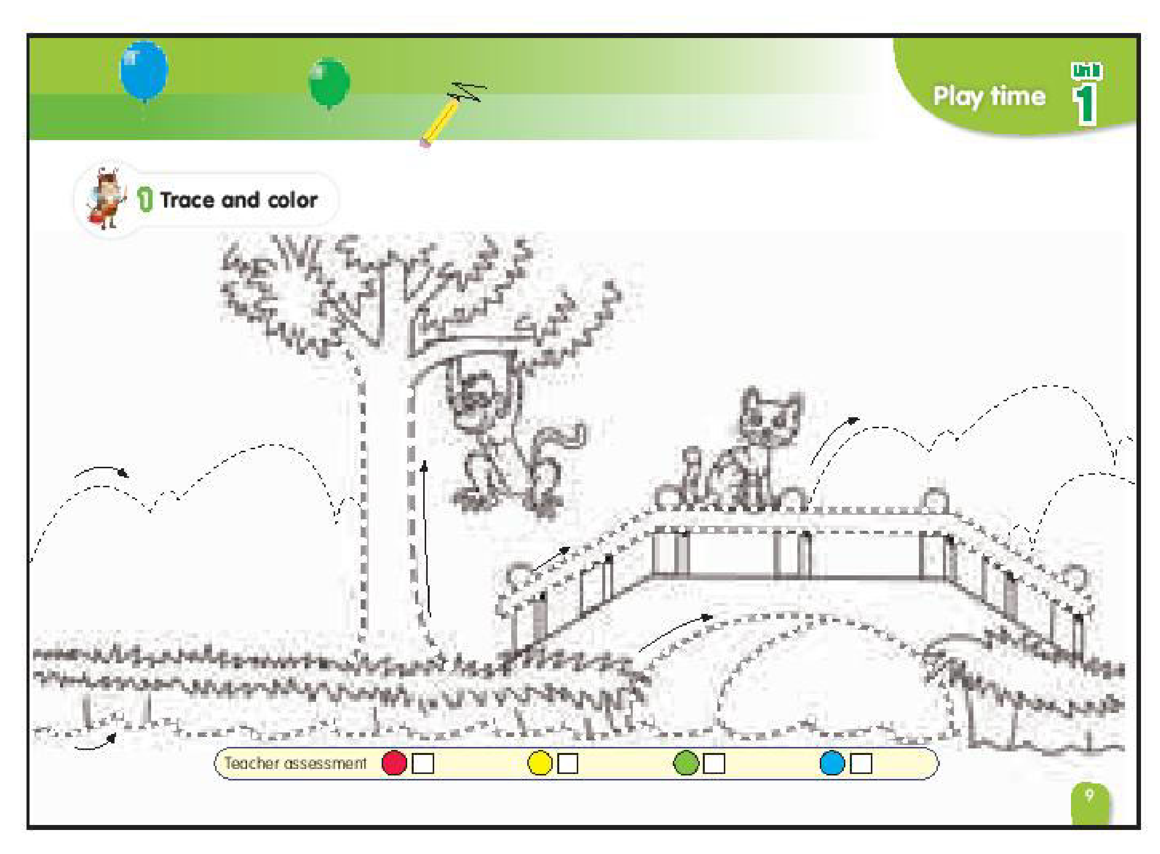
Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can say listen and follow classroom instructions.* Practice some classroom instructions by saying *Open your book. Open your bag. Close your book. Close your bag.* Encourage the students to listen and follow the instructions. Say *Well done!*
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.
- Say *Next we will learn about our body parts.*
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.

PLAY TIME page 8



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.





1 Trace and complete the patterns

1 Ask students to look carefully at the shapes and to trace them with a finger.
2 When they are confident, ask them to trace over the lines carefully with a pencil. Make sure they work from left to right.
3 Ask them to complete the patterns on their own.



PLAY TIME page 9



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Trace and color

1 Ask students to trace the dotted lines and then to color the picture carefully.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 2

LESSON 1 page 10

Objectives: To identify parts of the body
To give and follow instructions
Life skills: Communication and self-expression
Vocabulary: *ear, eye, hand, mouth, nose*
Language: *Touch your (nose).*
Materials: Student's Book, pages 10 and 11
Audio files
Paper, scissors and coloring pencils

Opener

- Review the actions learned in Unit 1 by playing the song from page 7 of the Student's Book, singing the song and doing the actions again with the class.

Presentation

1 Teach *me*. Point to yourself and say *me*. Repeat the word several times, pointing to yourself and encourage students to gesture to themselves and repeat the word after you.
2 Teach the parts of the body in the same way: *ear, eye, hand, mouth* and *nose*.
3 Check understanding by saying each body part and asking students to repeat the word and point to it on their own body.
4 Then point to each body part in turn on a doll or class mascot and let students say the words. Say *What's this?* Vary the order you point to the parts of the body. Model the response for students: *This is my (nose).*
5 Put students into groups and give each group paper and scissors. Ask them to draw the body parts on the paper and to cut them out. Go around the classroom as they work and ask *What is it?* to elicit the names of the body parts.
6 When the groups have their body parts and finish tidying their tables, ask them to put the body parts on the table in the middle of the group. Say a body part and ask students to touch that body part on the table and repeat the word. Continue until all the body parts are practiced several times.

1 [CD 1.11] Look, listen, and repeat

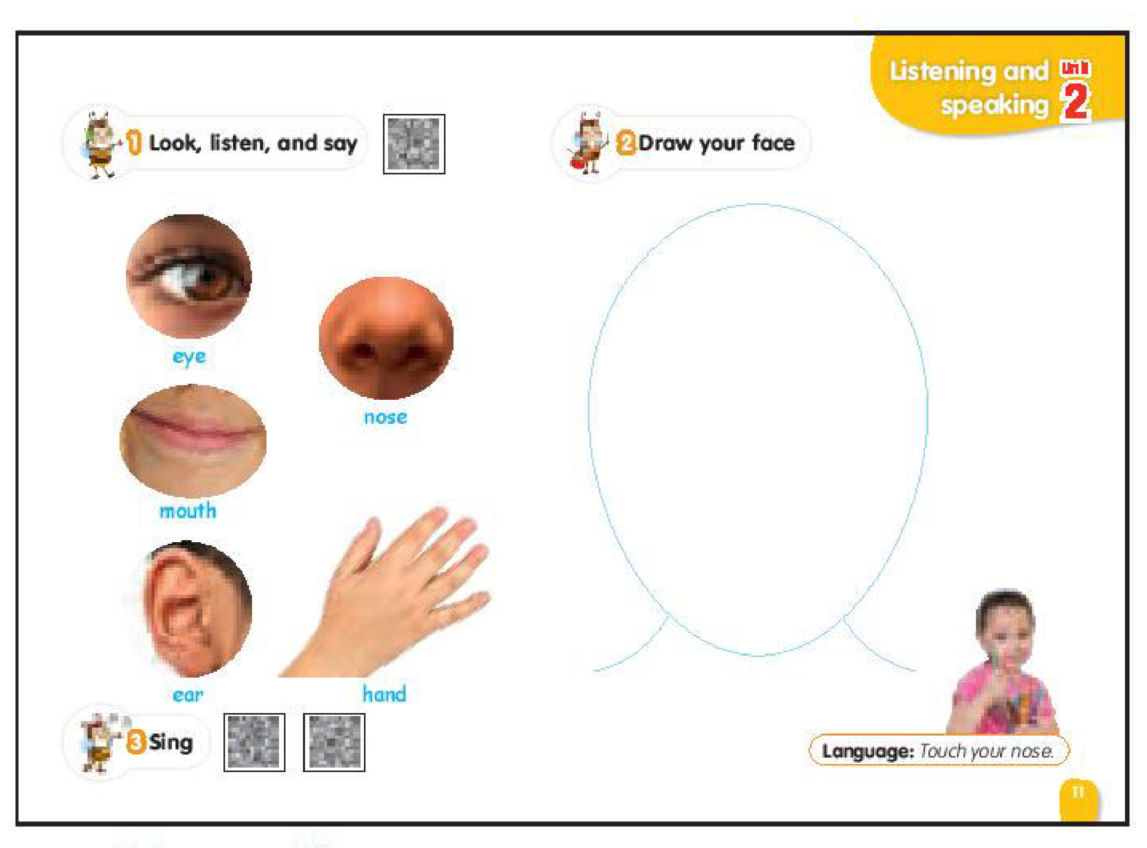
1 Hold up your Student's Book, open at pages 10-11, and say *Open your books.*
2 Ask the students to look at the pictures and name any characters they recognize (Youssef, Hany, and two friends). Point to Youssef and Hany. Say their names and ask students to repeat.



3 Ask students if they know the English words for any items they can see in the picture. Tell them to point and say the English word. Accept all correct answers.
4 Cup your hand behind your ear and say *Listen.*
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the nose when it is mentioned.
6 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time and the nose when it is mentioned.

Audioscript

Youssef: *Listen, Hany! Touch your nose.*
Hany: *This is my nose.*
Boy 1: *Well done, Hany.*



Extra practice

- Ask students to find Busy Bee in the picture. Ask what she is doing (touching her nose).
- Practice the new instructions *Touch your (nose)* with the whole class, and then with individual students. Begin slowly at first and make sure all the students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. Have fun!

LESSON 1 page 11

1 [CD1.12] Look, listen, and say

1 Hold up your Student's Book and point to Exercise 1 on page 11.
2 Say *eye*. Stop and make sure students are pointing to the picture of an eye.
3 Say *Listen*. Play the CD and demonstrate pointing to each body part as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

eye
nose
mouth
ear
hand

Extra practice

- Play *Teacher says* (Games Bank, page 96) with these body parts, to practice giving and following instructions.
- When students are confident, let them work in pairs or in groups to give and carry out the instructions.
- Monitor students as they work and encourage and help them as needed.

2 Draw your face

1 Ask students to draw their own face in the space in the Student's Book.
2 As students work, go around the room and ask individual students about their faces. *What's this? Is this your nose?*
3 When all students finish drawing, say *Listen and point*.
4 Give instructions to the class: *Touch your (eyes), touch your (ears)*, etc. Students should listen and touch the body parts in their pictures.
5 When students are confident, ask them to work in pairs to give instructions to each other to follow.
6 Monitor students as they work, encouraging and helping as needed.

3 [CD 1.13 and 1.14] Sing

1 Play the song. Encourage students to do the actions.
2 Play the song again and encourage them to do the actions and sing as much as they can.
3 When students are confident and can sing well, play the version of the song without words. Students sing as much as they can.

Audioscript

Stand up, sit down, turn around.
Clap your hands and sing.
Touch your nose, touch your ears.
We are happy!

Stand up, sit down, turn around.
Clap your hands and sing.
Touch your eyes, touch your mouth.
We are happy!

Practice game

1 Practice the names of the body parts with the class. Draw a simple stick man on the board with eyes, nose, mouth, ears and hands.
2 Tell the class that when you point to a body part, they must name it. Begin slowly, then get faster.
3 When the class is confident, ask individuals to name the body parts in the same way.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the up coming days.
- Say *We sang a song. What did we learn about?* Point to different parts of your body and encourage students to name them.
- Say *Next we will learn about the sounds /h/ and /n/.*
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Say *Touch your (body part)* and encourage students to follow the instructions. Students can work individually, in pairs or in small groups to do this. Each student only needs to do one action before they leave.

LESSON 2 page 12

Objectives: To recognize and produce the letter sounds /h/ and /n/
To find words with the /h/ and /n/ sounds
To trace and copy the letters *h*, *n*, *H* and *N*

Vocabulary: *hand, hat, hair, nose, nuts, neck*

Materials: Student's Book, pages 12 and 13
Class CD
Paper for the *Fast finishers* activity

Opener

- Play *Teacher says* (Games Bank, page 96) with the body parts from Lesson 1. Say *Teacher says, Touch your (ears).* Students should listen and follow the instructions. If you give an instruction without saying *Teacher says*, students should do nothing.
- After a few rounds, put students into groups and make one child in each group the 'teacher' to continue the game. After a few turns, you can give the teacher role to a different student. Go around the classroom and help as necessary.

Presentation

1 Hold up your hand and ask *What's this?* Elicit *hand*.
2 Write the letters *h/H* on the board.

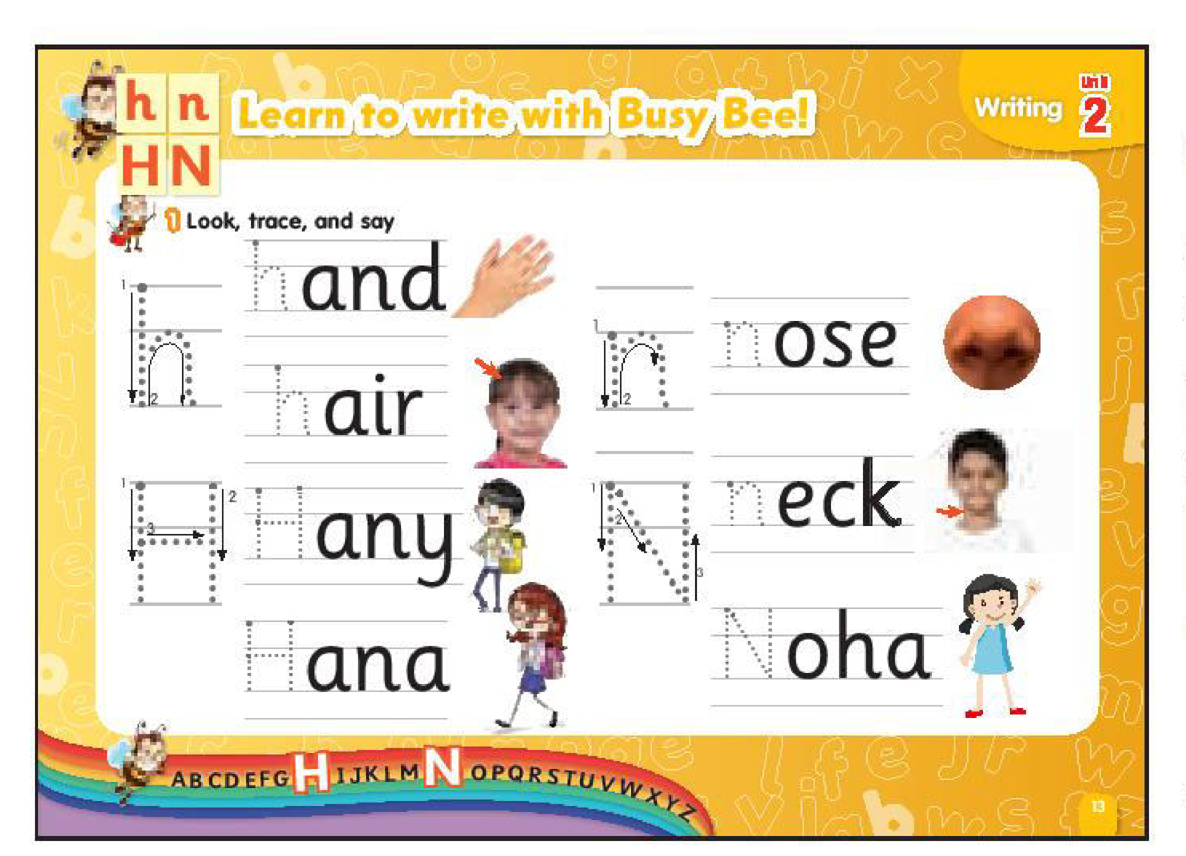


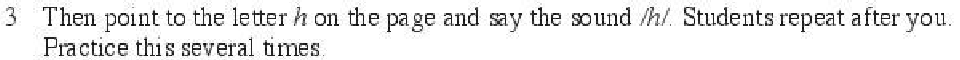
3 Point at the letter and say */h/*. Students repeat the sound */h/* with you.
4 Hold up your hand again and elicit *hand*.
5 Write the word *hand* on the board and circle the *h*. Point to the letter and then your hand quickly, saying */h/ hand*. Ask the students to repeat.
6 Repeat the procedure with the letter *H* and the words *Hany* and *Hana*. Explain that Hana is a name and so it starts with a capital letter. Write *Hana* on the board. Select a confident student and ask him/her to circle the capital H's. Ask students to think about why it is a capital H. Encourage students to reply that it is a name. Praise all correct answers.
7 Point to your nose and ask *What's this?* Elicit *nose*.
8 Write the letters *n/N* on the board.
9 Point at the letter and say */n/*. Students repeat the sound */h/* with you.
10 Point to your nose again and elicit *nose*.
11 Write the word *nose* on the board and circle the *n*. Point to the letter and your nose, saying */n/ nose*. Ask the students to repeat.
12 Repeat the procedure with the letter *N* and the word *Noha*.

1 [CD1.15] Listen and repeat

1 Help students to find page 12.
2 Hold up your hand and ask *What's this?* Students say the word *hand*.







3 Then point to the letter *h* on the page and say the sound /h/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the first part of the CD, encouraging students to repeat the word and sound.
5 Play the second part and demonstrate that students should make the target sound after the word.
6 Play the third part of the dialog and demonstrate that the students should say the model word after the target sound.
7 Play the dialog several times so students can mirror and practice the correct pronunciation.
8 Repeat steps 2-7 for *nose* and /n/.

Audioscript

hand, /h/
hand
/h/

nose, /n/
nose
/n/

2 Look and circle h and n, or H and N

1 Look at the pictures with the class and identify the item and actions in the pictures: *What's this? (hand, hair, Hana, Hany, nose, neck, Noha).* Say the words together with the class.
2 Point to the hand. Say the word *hand*. Say /h/ *hand*. Point to the *h* and show the students how to draw a circle around it. Repeat for *H, Hany and Hana.*
3 Point to the nose. Say the word *nose*. Say /n/ *nose*. Ask students to draw a circle around *n*. Repeat for *N* and *Noha*.
4 Repeat the procedure for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 2 page 13

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *h*. Say the sound /h/. With your back to the class, write a large letter *h* in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Sky Line, go straight down to the Grass Line, go up and around to the Plane Line and around and down to the Grass Line.* Repeat for the capital letter *H*.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Then demonstrate with one student how to write the letter on another person's back, and then ask students to do this in pairs.
5 Model the correct way to write the letter on the board.
6 Help students to find page 13.
7 Always make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
8 Ask students to trace over the dotted letter *h* in their books with a finger first.
9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
11 Read the four words on the left of the page to the students. Ask them to trace the letters *h* and *H* for each word.
12 Repeat steps 2-11 for the letters *n* and *N* and the words on the right. For the Sky Writing,

say *Start at the Plane Line, go straight down to the Grass Line, go up and around to the Plane Line and around and down to the Grass Line.*

Fast finishers

- Students can make an *h, n, H* or *N* poster to be displayed on the wall. They write and decorate a large *h, n, H* or *N* on the page and draw a picture to match the initial letter sound (*hand, hair, Hany, Hana, nose, neck, Noha*). If they know any other simple words that start with *h* or *n*, they can draw them. If students do not have time to complete this task in the lesson, they can do it at home and bring it to the next lesson.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play a version of *Circle it* (Games Bank, page 94).

1 Write some simple known words on the board. Make sure that one of the words begins with *h*. For example, *nose, apple, hand.*
2 Use calling sticks to choose a student to come to the board and circle the word starting with *h.*
3 Write some new words and choose another student to circle a word beginning with *n*.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *h/H* on the board. Point to it and elicit the sound.
- Say */h/, /h/,... hat. /h/, /h/,...?* Encourage students to say other words they know which start with the */h/* sound.
- Repeat with the letter *N*.
- Say *Next we will learn about washing and being clean.*
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.

LESSON 3 page 14

Objectives:	To recognize the importance of being clean, washing yourself, and washing food To recognize food that is good for us and food that is bad for us
Issues:	Preventative health: being clean
Vocabulary:	*clean, face, food, hair, hands, salad, teeth*
Materials:	Student's Book, pages 14 and 15 Coloring pencils or crayons



Opener

- Stand at the front of the class and touch your hair. Ask students what you're doing. Students say *Touch your hair!* Repeat for the other body parts.
- Practice instructions *Touch your (nose)* with the whole class, and then with individual students. Begin slowly at first and make sure all students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. Have fun!

Presentation

1 Help students to find page 14.
2 Discuss washing with your class. Do the students wash their hands and face at home? Do they brush their own teeth and hair? Is it important to wash food? Why?
3 Hold up your book, point to the large photos at the bottom of the page and say *Look!* Mime the actions of the children in the photos and say *Let's wash! Let's brush!* Students repeat after you as they mime their actions.
4 Ask the students to look carefully at the photos. Ask them if the children are using a lot of water or a little water. Can they do any thing to save water? Why is saving water important?
5 Point to the small photos with words. Holding up your book, point to each picture in turn





and say the words *face*, *hair*, *hand*, *teeth*, *salad*. Encourage your students to copy you.

6 Say *Now find*. Ask students to look and find *face*, *hair*, *hand*, *teeth* and *salad* in the big photos and say the words as they point to each photo. Stop several times and ask the students to hold up their books to show you, so you can check their understanding.

7 Point to the salad in photo 4. Say *What is it?* Elicit *salad*. Ask *Is salad good for us?* Nod your head and elicit *Yes, it is!*

1 [CD1.16] Listen and point, then say

1 Explain that you are going to play the CD. Ask students to listen and point to the correct photo.

2 Play the CD, sentence by sentence. Ask students to repeat the words and point to the child who is speaking each time. Do this several times.

Audioscript

Girl 1: *I comb my hair. [sfx brushing hair]*
Girl 2: *I wash my hands. [sfx splashing water from a tapJ*
Girl 3: *I wash the salad. [sfx splashing water from a tapJ*
Boy 1: *I brush my teeth. [sfx cleaning teeth]*
Boy 2: *I wash my face. [sfx splashing water from a tap]*

Extra practice

❑ Play the CD again and ask the students to mime the action that they hear.

LESSON 3 page 15

1 Look and draw ☺ ☹

1 Hold up your book. Point to Exercise 1 on page 15.

2 Point to photo 1. Ask *What is she doing? Is there any problem in this photo? Is the girl clean?*

3 Repeat step 2 for photos 2-4.

4 Tell students to draw a happy face if the children in the photo are clean and a sad face if the children in the photo are dirty.

5 Go around the classroom as students work and help as necessary. Ask students to check their answers with a shoulder partner. Ask them to hold up their books and show you their answers.

2 Say

1 Discuss with the class what the children who aren't clean in photos 1 and 4 can do to become clean. Elicit *wash*, but accept all (even simple or imaginary) answers to encourage students' creativity.

2 Hold your book and point to the sentence, "I'm clean".

3 Ask students to point to the sentence in their books and repeat.



Fast finishers

- In pairs, students turn to their partner, smile and say *Let's wash!* One student mimes either washing their hands or washing their face, and the other student copies. Then they swap.

3 Look and draw

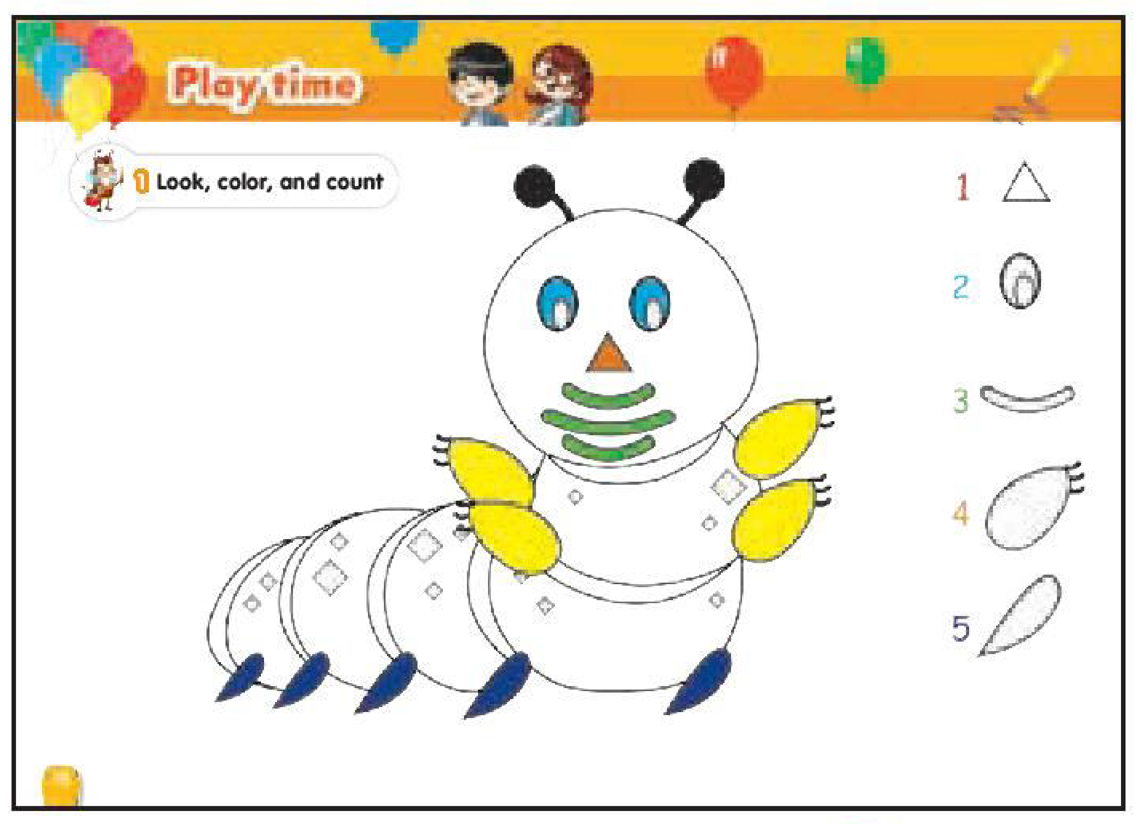
1 Hold up your book. Point to the *vocabulary*. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words and color it.
2 Draw the letters *h*, *n*, *H* and *N* on the board. Point to the *h* in the book. Ask *What is it?* to elicit *hand*. Ask students to point to *h* or *n* on the board. Which is the correct letter for this word?
3 Point to the nose. Ask *What is it?* to elicit *nose*. Ask students to point to the correct letter on the board.
4 With your back to the class, write a large letter *h* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *n*, *N* and *H*.
5 Ask your students to draw a smile on to the face next to the *Phonics* if they know them, and then to color the face.
6 Point to the *Issues* photo. Ask students what the boy is doing. Discuss the importance of washing and keeping clean. Ask your students to draw a smile onto the face next to the photo and then color it.

Practice game

Play *Teacher says* (Games Bank, page 96) to practice parts of the body.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we learn?* Mime washing your hands and encourage students to say *Wash your hands.*
- Discuss why washing is important.
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.



PLAY TIME page 16

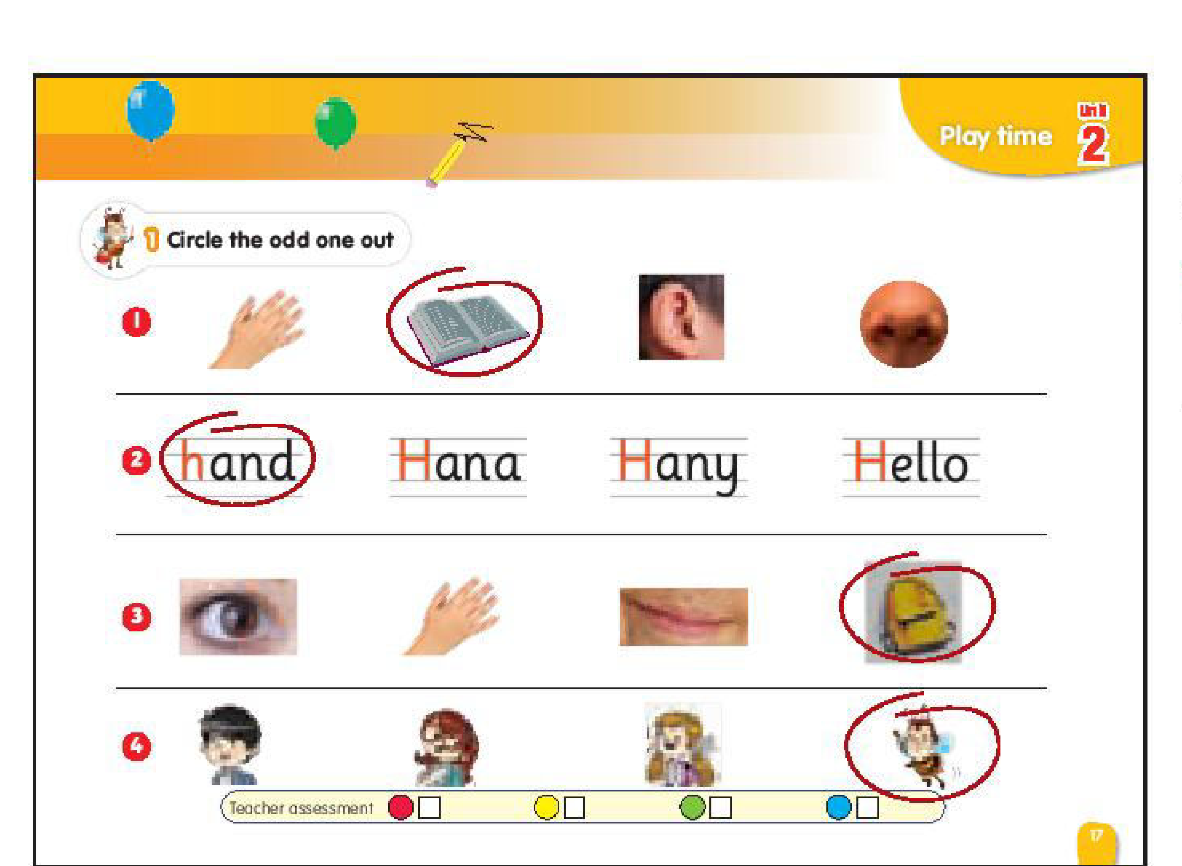


- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, color, and count

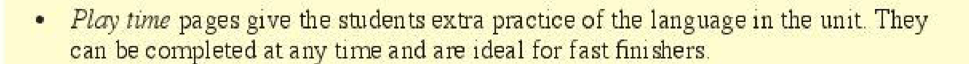
1 Show the picture to the students and explain that it is a caterpillar. Ask students to color it carefully according to the color of each number.
2 When they finish, they should show their picture to a partner and tell them about it. They can say how many eyes, noses, mouths, hands and legs it has.
3 Ask one or two confident students to show their picture to the class.







PLAY TIME page 17



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Circle the odd one out

1 Ask students to look at the pictures in group 1. Say *What is it?* and prompt the answer for each one (*hand*, *book*, *ear*, *nose*).
2 Say *Which is the odd one? Hands?* Wave your hands. *Book? Ear?* Point at your ear. *Nose?* Point at your nose.
3 Praise any students who correctly identify *book* as the odd one out. Explain that the others are parts of the body.
4 Ask students to draw a circle around the book.
5 Ask students to work in pairs to find the odd one out in each of the other groups.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 3

LESSON 1 page 18

Objectives: To identify some classroom objects
To ask questions to establish what things are

Vocabulary: *bag, pen, pencil, pencil case, ruler, sharpener*

Language: *What's this?*
It's a ...

Materials: Student's Book, pages 18 and 19
Class CD
Real classroom objects: bag, pen, pencil, sharpener, ruler, pencil case

Opener

- Smile at the students and welcome them to the class by saying *Hello*. Encourage them to respond with *Hello!*
- Now say *Hello*, *(name)* to several different students to encourage the response *Hello, Miss/Mr. (name)!*

Presentation

1 Look at the items in your classroom with the students. Present the new vocabulary using the classroom items as prompts. Point to a bag and say *bag*. Students repeat several times chorally and then individually.
2 Repeat the routine for *pen*, *sharpener*, *ruler*, *pencil* and *pencil case*.
3 Then point to each item in turn and let students say the words: *What's this?* Vary the order in which you point to the items. Model the response for students *It's a (pencil)*.
4 Ask students to work in pairs to ask and answer about one item they select e.g. *sharpener*. Go around the classroom to make sure the students are doing well and provide help when needed.

1 [CD 1.17] Look, listen, and repeat

1 Hold up your Student's Book, open at pages 18-19, and say *Open your books*.
2 Ask students to look at the pictures and name any characters they recognize (*Miss Mona, Youssef, Amira, Hana*).
3 Cup your hand behind your ear and say *Listen*.



4 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the objects as they are mentioned.
5 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time and to the objects as they are mentioned.

Audioscript

Girl 1: *What's this?*
Girl 2: *It's a pencil.*
Amira: *What's this?*
Hana: *It's a pencil case.*





LESSON 1 page 19

1 [CD 1.18] Listen and say

1 Hold up your Student's Book and point to Exercise 1 on page 19.
2 Point to the bag and ask *What's this?* to elicit *bag*. Repeat with the pen.
3 Cup your hand behind your ear and say *Listen*. Play the CD and demonstrate pointing to each object as it is named.
4 Play the CD again, object by object and ask students to point and repeat.

Audioscript

bag
pen
sharpener
ruler
pencil
pencil case

Extra practice

- Play the CD again, and tell students to find each object in the picture on page 18. When they find the object, say *Yes* to show that they are correct.
- Ask any confident student to name an object. The other students point to that object on page 18. Repeat several times.

2 [CD 1.19] Listen and point

1 Hold up a ruler, point to it and say *ruler*. Repeat several times and encourage students to repeat the word after you.
2 Hold up a pencil case, point to it and say *pencil case*. Repeat several times and encourage the students to repeat the word after you.
3 Point to the ruler and model the question *What's this?* and answer *It's a ruler* for the class.
4 Ask the question several times for students to repeat after you.
5 Say the answer several times for students to repeat after you.
6 Hold up the ruler and ask the class *What's this?* to encourage *It's a ruler*. Repeat with the pencil case.
7 Hold up the objects at random and ask the class, groups and individuals to answer.
8 Encourage students to say *What's this?*
9 Play the CD to hear the first item. Stop and check. Ask students to point to the correct item (bag) and hold up their books to show you.
10 Encourage students to say the question and play the next item. Repeat for all of the items.

Audioscript

Boy 1: *It's a bag.*
Girl 1: *It's a book.*
Boy 2: *It's a pencil.*
Girl 2: *It's a pen.*
Boy 1: *It's a pencil case.*
Girl 1: *It's a sharpener.*
Boy 2: *It's a ruler.*

Extra practice

- Put students into pairs to practice asking and answering the question about their rulers, bags, books, pencils, pens, sharpeners, and pencil cases. Go around to monitor. Encourage and help as necessary. Praise all their efforts.

Practice game

1 Hold up one or two of the objects on your table at random and say *It's a...* for each one.
2 Choose a confident student to come to the front. Show him/her an object and elicit *It's a (pen)*. Repeat with two or three other students.

3 Put students into groups and ask them to put a set of classroom objects on their desks. Tell them to take turns to show and say *It's a...* .
4 Go around to monitor, encourage and help students as they work. Praise all their efforts.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we learn today?* Hold up some classroom items and encourage students to name them.
- Say *Next we will learn about the sounds /p/ and /r/.*
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Hold up classroom items and encourage students to name them. Students can work individually, in pairs or in small groups to do this. Each student only needs to answer one question before they leave.

LESSON 2 page 20

Objectives: To recognize and produce the letter sounds /p/ and /r/
To find words with the /p/ and /r/ sounds
To trace and copy the letters *p*, *r*, *P* and *R*

Vocabulary: *pen, pencil, ruler, red*

Materials: Student's Book, pages 20 and 21
Class CD
Real classroom objects: a pen, a pencil, a ruler
Modeling clay for the *Fast finishers* activity

Opener

- Play *Guess the picture* (Games Bank, page 94) with classroom objects. Start to draw one of the objects, e.g. *a pencil*. Ask *What's this?*
- Students guess which object it is. Encourage them to say *It's a ....*
- After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next object.

Presentation

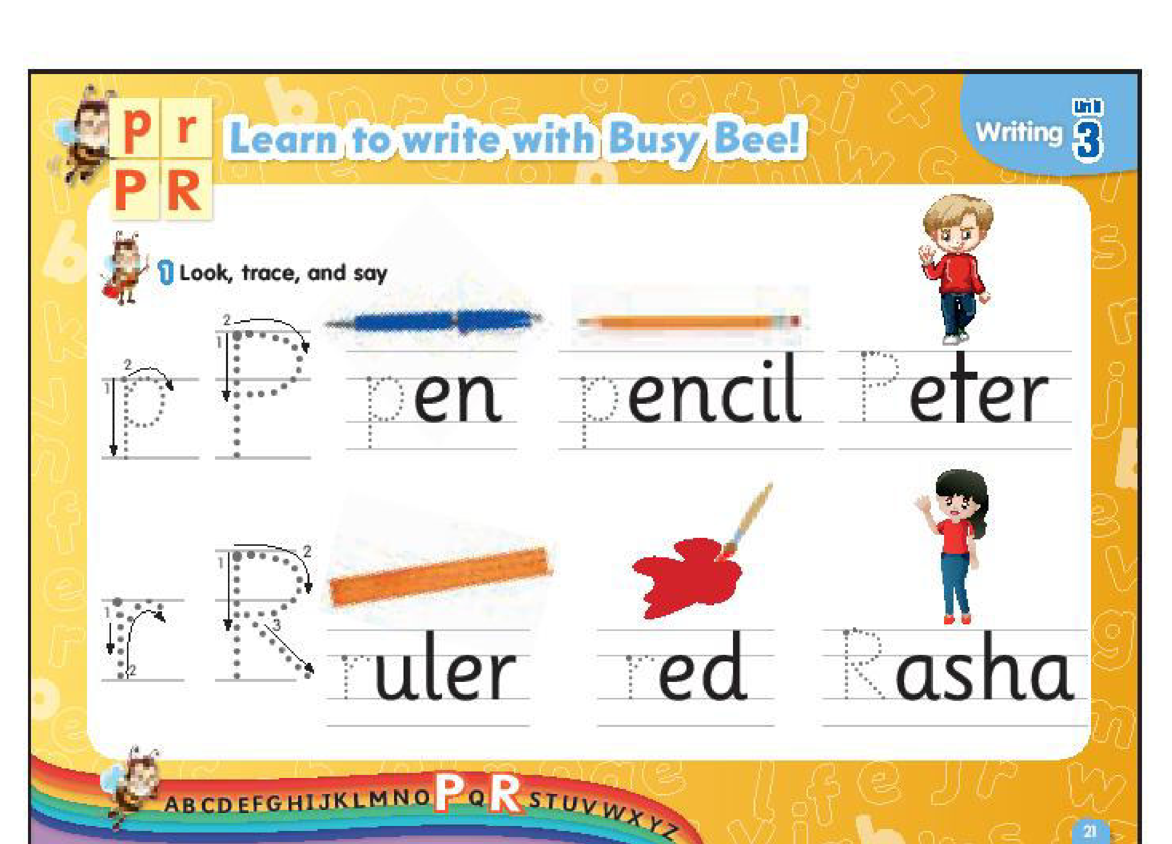
1 Hold up a pen and ask *What's this?* Elicit *pen*.
2 Write the letters *p/P* on the board.
3 Point at the letter and say /p/. Students repeat the sound /p/ with you.
4 Hold up the pen again and elicit *pen*.
5 Write *pen* on the board and circle the letter *p*. Point to the circled letter and then the pen quickly, saying /p/ *pen*. Ask students to repeat.
6 Repeat the procedure with capital *p* and *Peter*.



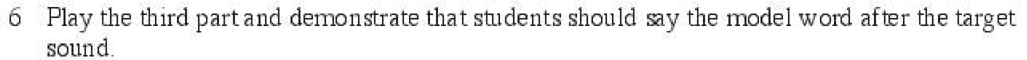
7 Explain that Peter is a name and so it starts with a capital letter. Write *Peter* on the board. Select a confident student and ask him/her to circle the capital P. Ask students to think about why it is a capital P. Encourage students to reply that it is a name. Praise all correct answers.
8 Hold up a ruler and ask *What's this?* Elicit *ruler*.
9 Write the letters *r/R* on the board.
10 Point at the letter and say /r/. Students repeat the sound /r/ with you.
11 Hold up the ruler again and elicit *ruler*.
12 Write *ruler* on the board and circle the letter *r*. Point to the circled letter and the ruler, saying /r/ *ruler*. Ask students to repeat.
13 Repeat the procedure with the capital *R* and *Rasha*.

1 [CD 1.20] Listen and repeat

1 Help students to find page 20.
2 Point to the picture of the pen and ask *What's this?* Students say the word *pen*.
3 Then point to the letter *p* on the page and say the sound /p/. Students repeat after you. Practice this several times. Repeat with the sound /p/ and the word *Peter*.
4 Say *Listen* and play the first part of the CD, encouraging students to repeat the word and sound.
5 Play the second part and demonstrate that students should make the target sound after the word.



6 Play the third part and demonstrate that students should say the model word after the target sound.
7 Play CD several times so students can mirror and practice the correct pronunciation.
8 Repeat steps 2-7 for *ruler*, *Rasha* and /r/.



Audioscript

pen, /p/	*ruler, /r/*
pen	*ruler*
/p/	*/r/*

2 Look and circle p and r, or P and R

1 Look at the pictures with the class and identify the items and persons in the pictures: *What's /Who's this? (pen, pencil, ruler, red, Peter, Rasha)*. Say the words together with the class.
2 Point to the pen. Say the word *pen*. Say */p/ pen*. Point to the *p* and show students how to draw a circle around it. Repeat with *Peter*.
3 Point to the ruler. Say the word *ruler*. Say */r/ ruler*. Ask students to draw a circle around *r*. Repeat with *Rasha*.

4 Ask students to work in groups to circle the letters in the other words on the page. Go around the classroom to check their work and help as necessary.

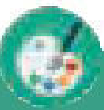
Extra practice

❑ Point to each picture and ask students to say the correct sound and word.

LESSON 2 page 21

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation of the letter *p*. Say the sound */p/*. With your back to the class, write a larger letter *p* in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Plane Line, go straight down to the Worm Line, go up to the Plane Line and around to the Grass Line.*
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Repeat steps 1-4 for the capital letter *P* and the word *Peter*.
6 Help students to find page 21.
7 Always make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
8 Ask students to trace over the dotted letters *p* and *P* in their book with a finger first.
9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.
11 Read the three words at the top of the page to students. Ask them to trace the letters *p* and *P* for each word and check their answers with a shoulder partner. Go around the classroom and help as necessary.
12 Repeat steps 2-10 for the letters *r* and *R* and the words at the bottom of the page. For the Sky Writing, say *Start at the Plane Line, go straight down to the Grass Line, go up and around to the Plane Line.*



Fast finishers

- Students can make the shapes of the letters *p* and *r* out of modeling clay.
- You can also ask them to make other known letters as revision.

Unit 3

Practice game

Play *Circle it* (Games Bank, page 94).

1 Draw some shapes and lines and the letter *p* on the board.
2 Ask for a student to come to the board and circle the letter sound /p/.
3 Write some new shapes and the letter *r*, and ask another student to circle the letter sound /r/.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *p/P* on the board. Point to it and elicit the sound.
- Say /p/, /p/, ... *pen*. /p/, /p/, ...? Encourage students to say other words they know which start with the /p/ sound.
- Repeat with the letters *r* and *R*.
- Say *Next we will learn to count to five.*
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.

LESSON 3 page 22

Objectives: To count up to five
To recognize and produce the words *one, two, three, four, five*
To learn numerals 1 to 5
To use plural nouns with s

Vocabulary: *one, two, three, four, five, ball*

Language: *Count the (balls).*

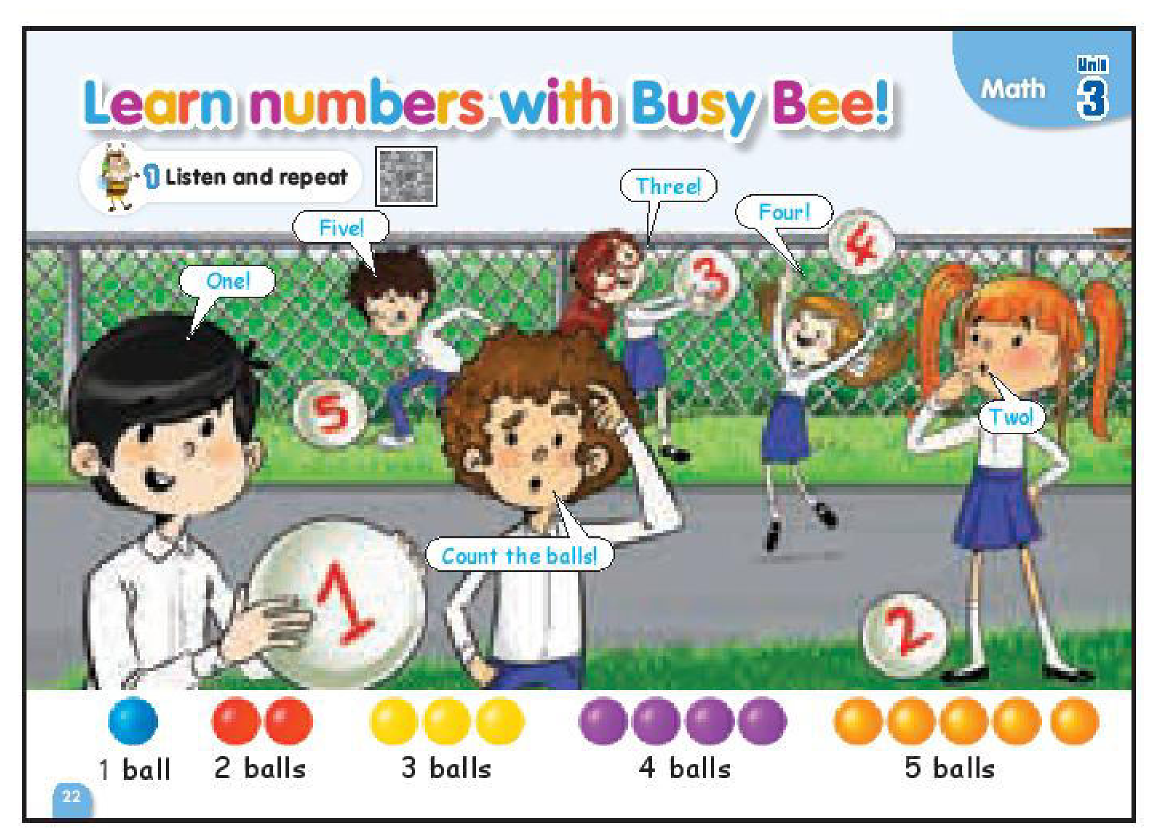
Materials: Student's Book, pages 22 and 23
Classroom objects (up to five of each)
Paper for the *Fast finishers* activity

Opener

- Review the classroom objects learned in Lesson 1 by playing the dialog from Exercise 1 of page 18 again and asking students to hold up their own items or point to each item in the classroom as they hear the words.
- Hold up some classroom items and ask *What's this?*

Presentation

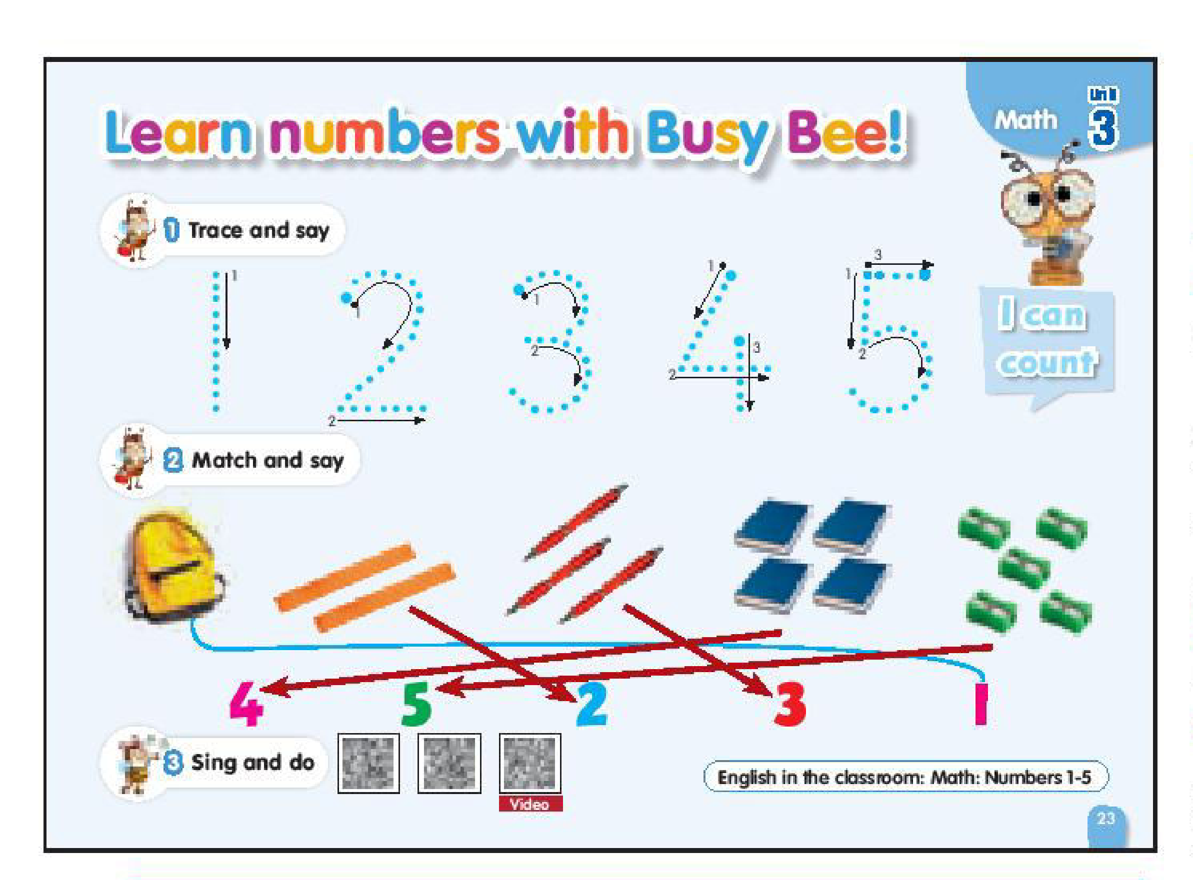
1 Present the numbers *one, two, three, four, five* to the class using real items (toys or classroom objects).



2 Hold up one finger and say *one*. Ask students to repeat. Continue with the other numbers.
3 Repeat the exercise and ask students to whisper the numbers quietly. Then repeat and ask the students to shout the numbers.
4 Make five groups of items (one item, two items, three items, four items and five items). Put the groups in different places around the classroom. Say a number. Ask the students to point to the correct group. Repeat with all of the numbers several times.

1 [CD 1.21] Listen and repeat

1 Help students to find page 22. Point at Exercise 1.
2 Ask students to look at the pictures and name any characters they recognize (*Hany, Youssef, Amira, Hana*). Say all the names and ask the class to repeat.
3 Cup your hand behind your ear and say *Listen*.
4 Explain that you are going to play the CD. Ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak and to the balls as they are mentioned.
5 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time and to the balls as they are mentioned. Do this several times.



Audioscript

Boy:	*Count the balls.*
Hany:	*One ...*
Girl:	*Two ...*
Hana:	*Three ...*
Amira:	*Four ...*
Youssef:	*Five!*

Extra practice

- ❑ Put students into groups of six to role play the characters in Exercise 1. Tell them to take turns to be the different characters and say the different words.
- ❑ Go around and monitor the groups as they work, encouraging and helping as necessary. Praise all efforts with *Well done!*
- ❑ Choose a confident group to perform the dialog for the class.

LESSON 3 page 23

1 Trace and say

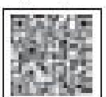
1 Hold up your book. Point to Exercise 1 on page 23.
2 Model the number formation for the number *1*. With your back to the class, write a large number *1* in the air with a finger while saying one. Make the starting point and direction of writing clear.
3 Students copy the number in the air several times, saying the number as they do this.
4 Demonstrate with one student how to write the number on another student's back. Ask the students to do this in pairs.
5 Then model the correct number formation on the board. Ask students to trace over the number in their book with their finger.
6 Repeat steps 2-5 for the numbers *2-5*.

Extra practice

- ❑ Play *Copy it* (Games Bank, page 94) to practice the numbers 1-5.

2 Match and say

1 Point to Exercise 2.
2 Point to the bag and say *Count the bags*. Elicit *One bag*.
3 Ask students to draw a line from the bag to the number *1*.
4 Put students into groups to complete the activity with the other objects. Go around the classroom and help as necessary.
5 Ask students to hold up their books and show you their answers.
6 Point to the bag. Say *One bag*. Point to the rulers. Say *Two rulers*. Stress the *s* sound. Point to the pens. Say *Three pens*. Stress the *s* sound.
7 Ask students *What do you notice?* Elicit that we need *s* when there is more than one object.
8 Practice plurals by holding up different numbers of pens, pencils, rulers, etc. Drill *One pen*, *Two pens*, *Three pens*, ...



Digital link: A video of counting from 1 to 5 can be accessed by scanning this QR code.

3 [CD 1.22 and 1.23] Sing and do

1 Tell students that they are going to learn and sing a new song.
2 Say *Listen and look* and play the CD. Hold your book up and point to the numbers as they are mentioned in the song.
3 Repeat and ask students to point in the sameway.
4 Play the song again and ask the class to sing the words and do the actions with you.
5 Play the CD again. This time, ask the boys to sing and do the actions for verse 1, the girls to sing and do the actions for verse 2 and the whole class to sing and do the actions for verse 3.

Unit 3

6 When students are confident, play the version of the song without words and try to sing along with them. Enjoy yourselves!

Audioscript

One... two... one... two... three...
Boys stand up and count to three.
One... two... three... four...
Girls stand up and count to four.
One... two... three... four ...five ...
Boys and girls all count to five.



Fast finishers

- Divide the class into groups and give each group a large piece of paper with the numbers 1-5 written on, small pieces of paper, crayons or colored pencils and glue. Ask students to work in their groups to color the small papers according to the number and paste them next to each number on the large paper. Go around the classroom checking and providing help.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can count to five.* Count with the class: *one, two, three, four, five.*
  We sang a song.
  Next we will learn about our birthdays.
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Hold up 1, 2, 3, 4, or 5 fingers and encourage students to say the numbers. Students can work individually, in pairs or in small groups to do this. Each student only needs to answer one question before they leave.



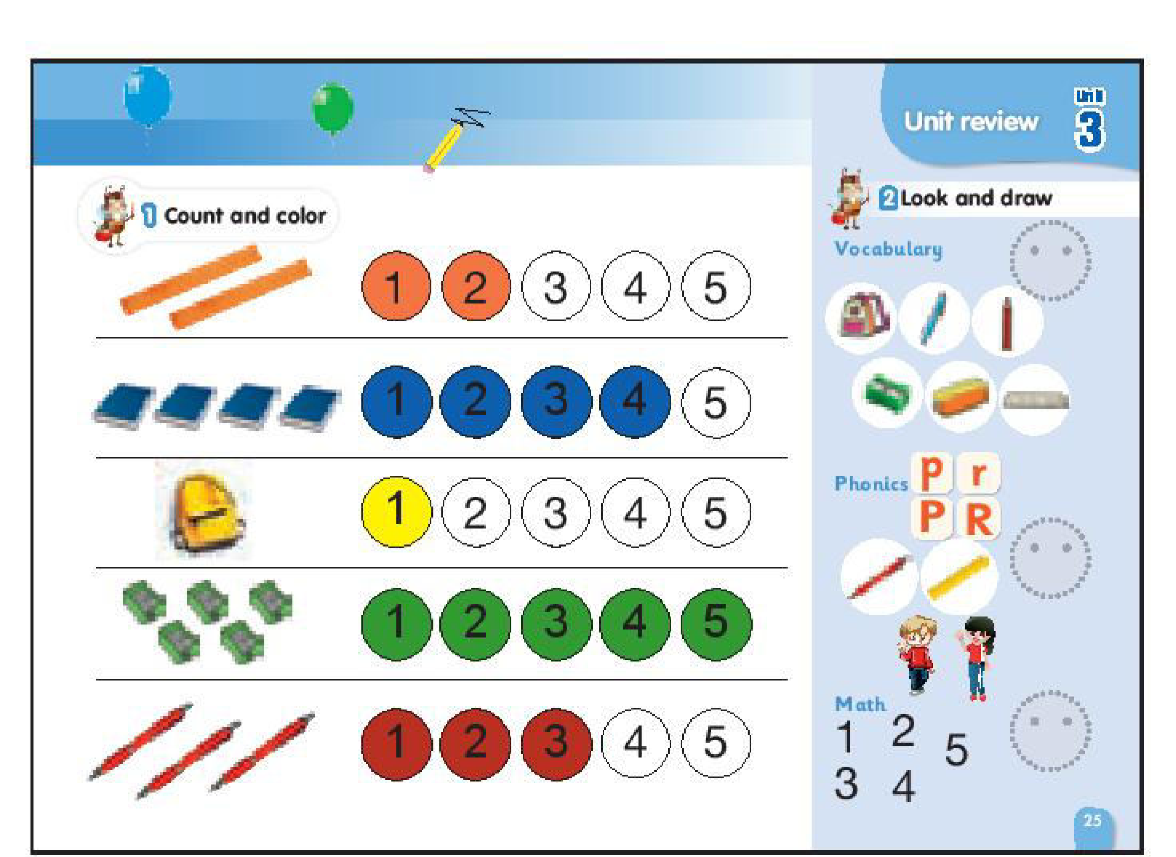
PLAY TIME page 24

- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Match and color

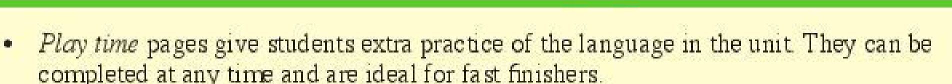
1 Remind students of the classroom objects. You can ask them to look at pages 18 and 19 for help if they cannot remember.
2 Tell students that the pictures on the left show a small part of a classroom object. They should look carefully and match each one with the correct object on the right.
3 When they finish matching the objects, they can color each complete object.







PLAY TIME page 25



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count and color

1 Remind students of the numbers 1-5. You can count on your fingers and ask them to look at pages 22 and 23 for help if they cannot remember.
2 Tell students to look at the top section. Point to the rulers and say *Count the rulers*.
3 When students give the correct answer *(2)*, tell them to color the correct number of circles.
4 Ask them to work in groups and continue in the same way for the other objects.

2 Look and draw

1 Hold up your book. Point to the *vocabulary*. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know them, they should draw a smile and color the face.
2 Draw the letters *p*/*P* and *r*/*R* on the board. Point to the pen in the book. Ask *What is it?* to elicit *pen*. Ask students to point to *p*, *P*, *r* or *R* on the board. Which is the correct letter for this word?
3 Point to the ruler. Ask *What is it?* to elicit *ruler*. Ask students to point to the correct letter on the board.
4 With your back to the class, write a large letter *p* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *r*, *P* and *R*.
5 Ask your students to draw a smile and color the face if they know the letters *p*/*P* and *r*/*R*.
6 Point to the numbers 1-5. Elicit the numbers. Ask students to draw a smile and color the face if they know the numbers.
7 Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 4

LESSON 1 page 26

Objectives: To ask and answer about people's ages
To ask and answer about people's names
To count from six to ten

Vocabulary: *how old, six, seven, eight, nine, ten*

Language: *How old are you, (name)?*
I'm (seven).

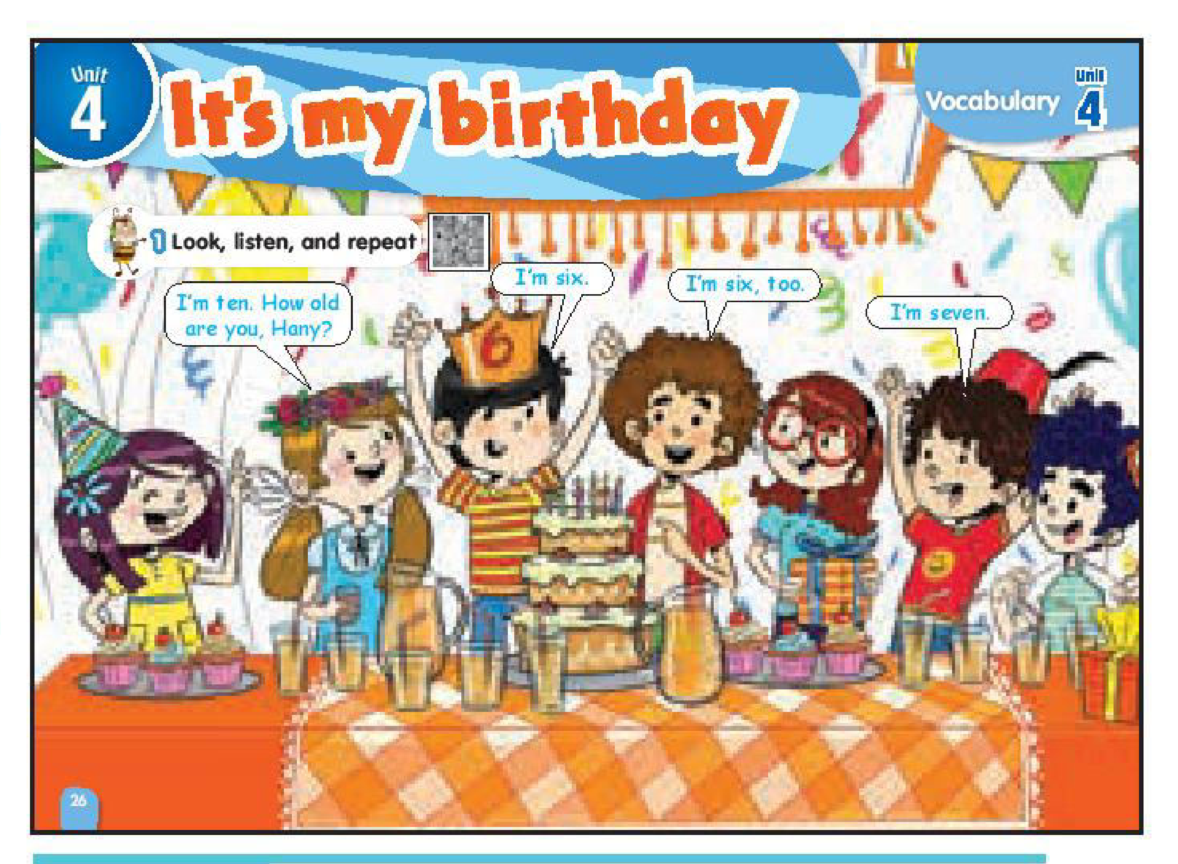
Materials: Student's Book, pages 26 and 27
Class CD

Opener

- Revise giving and following instructions. Play *the song from page 23*, Exercise 3 and sing the action song with the class.
- Write numbers 1 to 5 in a row across the board. Point to each number and encourage the number word from the class.
- Remind students of the counting song from Unit 3, page 23. Say *Listen* and play the song for the students to listen to.
- Play the song again and ask the class to sing the words and do the actions with you.
- Play the song again. This time, ask half the class to sing and do the actions for verse 1, the other half to sing and do the actions for verse 2 and the whole class to sing and do the actions for verse 3. Have fun!

1 [CD1.24] Look, listen, and repeat

1 Hold up your Student's Book, open at pages 26-27, and say *Open your books*.
2 Ask students to look at the pictures and name any characters they recognize *(Amira, Hany, Hana, Youssef)*.
3 Ask students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word.
4 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the number when it is mentioned.
5 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Do this several times. Make sure students follow the model on the CD and have the correct question intonation each time.

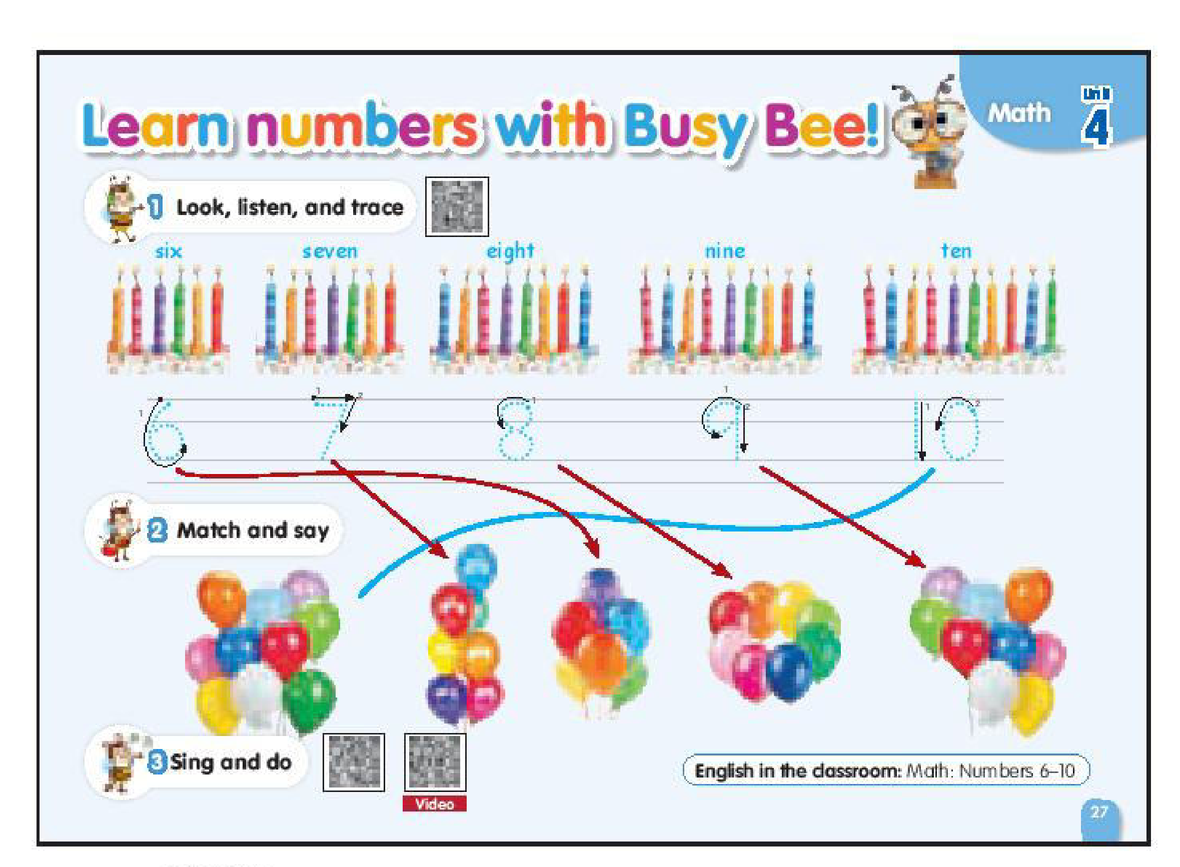


Audioscript

Amira: *I'm ten. How old are you, Hany?*
Hany: *I'm six.*
Boy 1: *I'm six, too.*
Youssef: *I'm seven.*

Extra practice

- ❑ Use prompts to practice using the new question.
- ❑ Write the numbers *1-5* on the board.
- ❑ Encourage the question *How old are you?* from the class. Praise any student who is able to produce the question, repeat it and encourage the whole class to join in.
- ❑ Point to number 2 on the board to encourage the answer *I'm two*. Again, praise any student who is able to supply the correct answer, repeat it and encourage the rest of the class to join in.
- ❑ Once the class understands how the practice works, continue in the same way giving the prompts slowly at first to encourage the questions and answers.



Example

Teacher:	[points to 3]
Students:	*How old are you? I'm three.*
Teacher:	[points to 5]
Students:	*How old are you? I'm five*, and so on.

- ❑ Practice the language with the whole class, with groups and then with individual students to make sure that every one is confident in using it.
- ❑ As the students grow in confidence, give the prompts at an increasingly faster pace. Have fun!

LESSON 1 page 27

1  [CD 1.25] Look, listen, and trace

1 Hold up your Student's Book and point to Exercise 1 on page 27.
2 Say *Listen*. Play the CD and demonstrate pointing to each number as it is named (use the numerals on the board for this purpose, too).
3 Play the CD again, number by number, and ask students to point and repeat.



4 Model the number formation for the number *6*. With your back to the class, write a large number *6* in the air with a finger while saying *six*. Make the starting point and direction of writing clear.
5 Students copy the number in the air several times, saying the number as they do this.
6 Demonstrate with one student how to write the number on another student's back. Ask the students to do this in pairs.
7 Then model the correct number formation on the board. Ask students to trace over the number in their book with their finger and then their pencil.
8 Repeat steps 4 to 7 for the rest of the numbers 7-10.

Audioscript

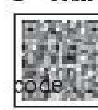
Six*: one, two, three, four, five, six. [pause]*
Seven*: one, two, three, four, five, six, seven. [pause]*
Eight*: one, two, three, four, five, six, seven, eight. [pause]*
Nine*: one, two, three, four, five, six, seven, eight, nine. [pause]*
Ten*: one, two, three, four, five, six, seven, eight, nine, ten. [pause]*

Extra practice

- ❑ Play *Copy it* (Games Bank, page 94) to practice the numbers 1-10.

2 Match and say

1 Point to Exercise 2.
2 Point to the first picture and say *Count the balloons*. Elicit *Ten balloons*.
3 Ask students to draw a line from the photo to the number *10*. Stop and check that all students understood and drew the line correctly.
4 Repeat steps 2-3 for the other groups of balloons.
5 Ask students to hold up their books and show you their answers.



Digital link: A video of counting from 1 to 10 can be accessed by scanning this QR code.

3 [CD 1.26] Sing and do

1 Tell students that they are going to learn and sing a new song.
2 Say *Listen and look* and play the CD. Hold your book up and point to the number when it is mentioned in the song.
3 Explain that when the CD pauses at the end of verse 2, students must say their own age.
4 Play the song again and ask the class to sing the words with you.
5 Split the class into two groups. Tell group 1 to sing verse 1, and group 2 to sing verse 2.
6 Sing the song two or three times in this way and then swap the groups so that they sing the parts they didn't sing before.
7 Finally, ask the whole class to sing through the song together. Enjoy yourselves!

Unit 4

Audioscript

How old are you?
How old are you?
How old, How old are you?
I'm six, I'm six, I'm six, I'm six
I'm six. How old are you?
I'm...

Practice game

- Begin a counting chain around the class. You say *one*, and then point to the student at one end of the class. He / She says *two*, the next student says *three* and so on up to ten. The next student begins again at one until everyone has had a turn.
- Repeat several times, getting faster each time.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can count to ten*. Count on your fingers with the class: *one, two, three, four, five, six, seven, eight, nine, ten.*
- Say *We can write the numbers one to ten.*
  We can ask and answer about ages. Use calling sticks to choose several students individually. Ask each one *How old are you?* and encourage them to answer.
- Say *Next we will learn about the sounds /k/ and /ɒ/.*
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Hold up a number of fingers between 1 and 10 and encourage students to say the numbers. Students can work individually, in pairs or in small groups to do this. Each student only needs to say one number before they leave. Wave to the class and say *Goodbye* in the usual way.

LESSON 2 page 28

Objectives: To recognize and produce the letter sounds /k/ and /ɒ/
To find words with the /k/ and /ɒ/ sounds
To trace and copy the letters *c*, *o*, *C* and *O*

Vocabulary: *cake, card, candle, orange, oil, olives, Omnia, Cairo*

Materials: Student's Book, pages 28 and 29
Class CD
Paper for the *Fast finishers* activity

Opener

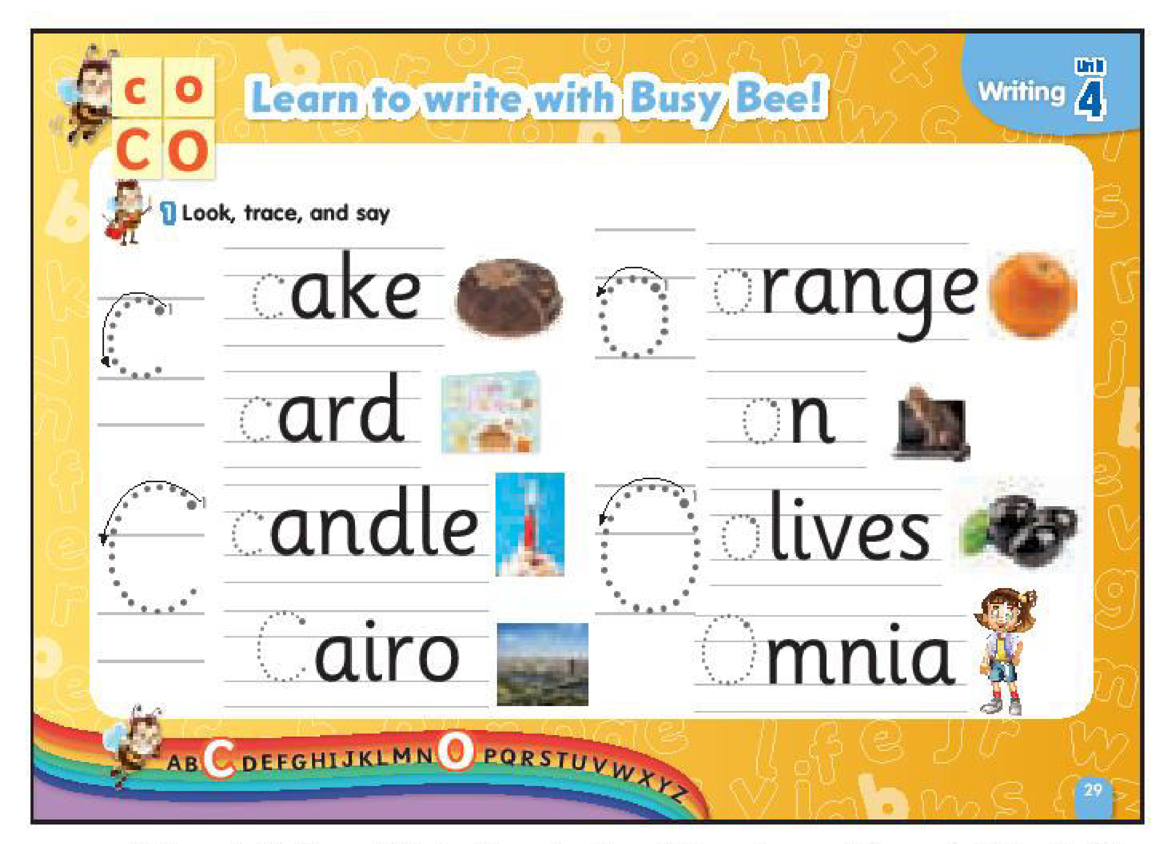
- Play *Show me* (Games Bank, page 96) with the numbers 1-10.



- After a few rounds, you could invite some children one by one to come and take the role of the teacher.

Presentation

1 Draw a picture of a cake on the board and ask *What's this?* Elicit *cake*.
2 Write the letters *c/C* on the board.
3 Point at the letter and say /k/. Students repeat the sound /k/ with you.
4 Point to the picture of the cake again and elicit *cake*.
5 Write *cake* on the board and circle the *c*. Point to the letter and then the cake quickly, saying /k/ *cake*. Ask the students to repeat.
6 Repeat with the capital letter *C*, emphasizing it's bigger because it's a capital letter, about a specific place, *Cairo*. Ask one confident student to circle the letter *C* in his/her book and show it to the class.
7 Draw a picture of an orange and ask *What's this?* Elicit *orange*.
8 Write the letter *o/O* on the board.
9 Point at the letter and say /ɒ/ Students repeat the sound /ɒ/ with you.
10 Point to the orange again and elicit *orange*.
11 Write *orange* on the board and circle the *o*. Point to the letter and the orange, saying /ɒ/ *orange*. Ask the students to repeat.



12 Repeat with the capital letter *O*, emphasizing it's bigger because it's a capital letter. Explain that Omnia is a name and so it starts with a capital letter. Write *Omnia* on the board. Select a confident student and ask him/her to circle the capital O. Ask students to think about why it is a capital O. Encourage students to reply that it is a name. Praise all correct answers.
13 Ask a student to circle the letter O in Omnia in his/her book and show it to the class.

1 [CD 1.27] Listen and repeat

1 Help students to find page 28.
2 Point to the cake picture and ask *What's this?* Students say the word *cake*.
3 Then point to the letter c on the page and say the sound /k/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the first part of the CD, encouraging students to repeat the word and sound.
5 Play the second part and demonstrate that students should make the target sound after the word.
6 Play the third part and demonstrate that students should say the model word after the target sound.
7 Play the CD several times so students can mirror and practice the correct pronunciation.
8 Repeat steps 2-7 for *orange* and /ɒ/.

Audioscript

cake, /k/	*orange*, /ɒ/
cake	*orange*
/k/	/ɒ/

2 Look and circle c and o, or C and O

1 Look at the pictures with the class and identify the item and actions in the pictures: *What's this? (cake, card, candle, Cairo, orange, oil, olives, Omnia).* Say the words together with the class.
2 Point to the cake. Say the word *cake*. Say */k/ cake*. Point to the *c* and show students how to draw a circle around it.
3 If any student is confused by the second /k/ sound in *cake*, you can explain that *k* has the same sound as *c*.
4 Point to the orange. Say the word *orange*. Say */ɒ/ orange*. Ask students to draw a circle around *o*.
5 Repeat the procedure for the other words on the page.

Extra practice

- Point to each picture and ask the class to say the correct sound and word.

LESSON 2 page 29

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *c*. Say the sound /k/.With your back to the class, write a large letter *c* in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Plane Line, go around and down to the Grass Line*.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Then demonstrate with one student how to write the letter on another person's back, and then ask students to do this in pairs.
5 Model the correct way to write the letter on the board.
6 Repeat the procedure with the capital letter *C* and *Cairo*. Emphasize that the letter C is bigger because it's a capital letter, about a specific place that is like no other – Cairo.
7 Help students to find page 29.
8 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
9 Ask the students to trace over the dotted letter *c* in their books with a finger first.
10 Check that students can hold their pencil correctly. Make sure that they don't hold the pencil too tightly.

11 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.
12 Read the four words at the left-hand side of the page to the students. Ask them to trace the letters *c* and capital *C* for each word.
13 Repeat steps 2-11 for the letters *o* and capital *O* and the words at the right-hand side of the page. For the Sky Writing, say *Start at the Plane Line, go around and down to the Grass Line and around and up to the Plane Line*.

Fast finishers

- Students can make *c* or *o* poster to be displayed on the wall. They write and decorate a large *c/C* or *o/O* on the page and draw a picture to match the initial letter sound (cake, card, candle, orange, octopus, olives, Cairo).
- If they know any other simple words that start with c/C or o/O, they can draw them.
- Discuss the students' words with them and help them avoid confusion with words starting with *k*.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play *Circle it* (Games Bank, page 94).
1 Draw some letters students know and the letter *c* on the board.
2 Ask a student to come to the board and circle the letter sound /k/.
3 Write some new letters and the letter *o*, and ask another student to circle the letter sound /ɒ/.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *c* on the board. Point to it and elicit the sound.
- Say */k/, /k/, ... card. /k/, /k/, ...?* Encourage students to say other words they know which start with the /k/ sound. Check that these are words with the letter *c*, rather than *k*, and explain that there are two letters with the same sound if necessary, but praise all answers with the correct sound.
- Repeat with the letter *o*.
- Say *Next we will learn some colors*.
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.



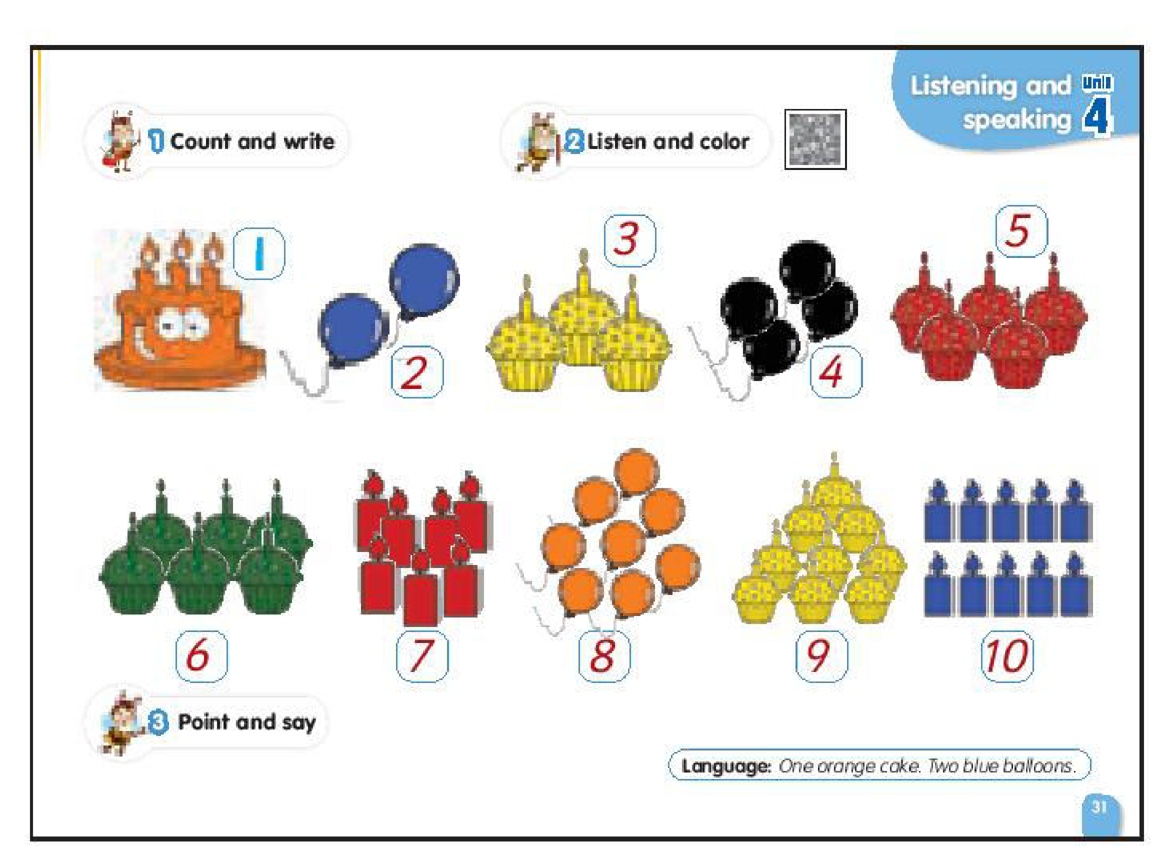
LESSON 3 page 30

Objectives: To recognize and name six colors
Vocabulary: *red, orange, yellow, green, blue, black*
Language: *One yellow cake. Six red candles.*
Materials: Student's Book, pages 30 and 31
Colored objects (pencils, crayons, paints, books, etc.): red, orange, yellow, green, blue, black
Coloring pencils or crayons
A soft ball or beanbag
Class CD

Opener

- Play the song from Lesson 1, page 27 again. Encourage the students to sing along.
- Ask different students around the room *How old are you?* and help them to answer in sentences, such as *I'm (six)*.





Presentation

1 Use the colored objects to present six colors: *red*, *orange*, *yellow*, *green*, *blue*, and *black*.
2 Hold up an object of one color, say the word and ask the students to repeat. Repeat for all the colors, several times. Get faster to make it more challenging.
3 Say *Now find blue*. Ask students to look and find blue things in the classroom. Repeat for the other colors. They do not need to be able to name all the objects they point to, they are just identifying the different colors at this stage. Encourage students by saying *Yes!* or *Well done!* when they name the colors correctly.
4 Ask a student to say a color word at random. The others find and point to that color. Repeat with several different students.
5 Put the students into pairs to do the same activity. Monitor and help as necessary.

1 [CD 1.28] Listen and repeat

1 Help students to find page 30. Explain that you are going to play the CD. Ask students to listen and point to the correct picture.
2 Play the CD again. Ask students to repeat the words and point to the pictures.

Audioscript

Narrator: *red, orange, yellow, green, blue, black*

2 [CD 1.29] Listen and color

1 Check that all students have coloring pencils or crayons.
2 Explain that you are going to play the CD. Ask students to listen and choose the correct color.
3 Play the CD. After the first word, stop the CD and ask students to hold up the correct pencil or crayon.
4 Check that they are holding the correct color. Ask them to color the first splash on the left.
5 Repeat steps 3-4 for the rest of the color words.

Audioscript

Narrator: *blue, orange, green, black, yellow, red.*

3 Point and say

1 Say *This is an orange cake.*
2 Say *There are eight orange balloons.*
3 Ask students to work in pairs. Encourage them to talk about colors and numbers. For example, *There are seven red candles.*

LESSON 3 page 31

1 Count and write

1 Revise the numbers 1-10. Write numerals *1* to *10* in a row across the board. Point to each numeral and encourage the number word from the class.
2 Hold up your book. Point to Exercise 1 on page 31.
3 Point to picture 1. Ask *What is it?* Elicit *it's a cake.*
4 Say *Count the cakes*. Elicit *One cake*. Point out that *1* is written in the box next to the cake as an example.
5 Point to picture 2. Ask *What are they?* Elicit or teach *balloons.*
6 Say *Count the balloons*. Elicit *Two balloons*. Ask students to write *2* in the box next to the balloons.
7 Ask students to count and write the numbers in the rest of the boxes. If they have any difficulty remembering how to form the numbers, they can look at page 27.
8 Ask students to hold up their books and show you their answers. Say *Well done!*

2 [CD 1.30] Listen and color

1 Check that all students have coloring pencils or crayons.
2 Explain that you are going to play the CD. Ask students to listen, choose the correct color, and point at the correct picture.

Unit 4

3 Play the CD. After the first part, stop the CD and ask students to hold up the correct pencil or crayon. Ask them to point at the correct picture on the page.
4 Check that they are holding the correct color and pointing to the correct picture. Ask them to color the picture.
5 Repeat steps 3-4 for the rest of the pictures.

Audioscript

Narrator:	*One*	**Narrator:**	*Six*
Boy 1:	*One orange cake.*	**Girl 1:**	*Six green cakes.*
Narrator:	*Two*	**Narrator:**	*Seven*
Girl 1:	*Two blue balloons.*	**Boy 1:**	*Seven red candles.*
Narrator:	*Three*	**Narrator:**	*Eight*
Boy 1:	*Three yellow cakes.*	**Girl 1:**	*Eight orange balloons.*
Narrator:	*Four*	**Narrator:**	*Nine*
Girl 1:	*Four black balloons.*	**Boy 1:**	*Nine yellow cakes.*
Narrator:	*Five*	**Narrator:**	*Ten*
Boy 1:	*Five red cakes.*	**Girl 1:**	*Ten blue candles.*

3 Point and say

1 Hold up your book. Point to the first picture. Ask *What is it?*
2 Elicit *One orange cake.*
3 Point to the second picture. Ask *What is it?* Elicit *Two blue balloons.* Point out that we say *cakes, balloons, candles* when there are more than one.
4 Elicit *Three yellow cakes* for the third picture.
5 Put students into pairs. Ask them to practice pointing to pictures and saying what they are.
6 Go around the room helping as necessary.
7 Ask one or two confident pairs to show their work to the class.

Practice game

Play *Color show* (Games Bank, page 94) to practice colors.
1 Roll or throw a soft ball or beanbag to a student and say *Show me (yellow/red/blue/green).* The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *What did we learn?* Encourage students to point at items in the classroom and tell you the colors.
- Say *We listened and colored.*
- Say *Next we will talk about birthdays.*

For the next lesson

- Ask students to bring in any birthday cards or photos they have from birthday celebrations for the next lesson.



LESSON 4 page 32

Objectives: To make a birthday cake from modeling clay
To talk about birthdays
To say how old you are

Life skills: Collaboration, creativity, communication, and self-management

Values: Sharing, love, and compassion

Vocabulary: *red, orange, yellow, green, blue, black*
six, seven, eight, nine, ten

Language: *This is my cake/card.*

Materials: Student's Book, pages 32 and 33
Class CD
Modeling clay in bright colors
Coloring pencils or crayons
A soft ball or beanbag for the *Practice game*





Opener

- Play *Color spot* (Games bank, page 94) to revise colors.

Presentation

1 Talk about birthdays with the class. Ask the children if they celebrate their birthdays. What do they do? Tell the children about your own birthday (you could bring in photos to illustrate).
2 Ask the children what they eat when it is their birthday. Do they eat cake? Do they have a birthday party with their family and friends?
3 Explain that you are going to have birthday celebrations today.

1 Look and do

1 Help students to find page 32.
2 Ask students to look at the pictures: *Look! A birthday cake. What color is it?*
3 Say *Can you make a birthday cake?*
4 Ask the students to look at the first photo. Show how the children are working together and sharing the materials. They are making birthday cakes, as in the second photo.
5 Distribute paper, pencils, glue and modeling clay to each child. Tell them to make the cakes from the modeling clay. They can use paper, pencils and glue to decorate the cakes if they would like to.

2 Look and say

1 Put students into pairs. Tell them to show their completed birthday cake to their partner and talk about it, for example, *It's a cake. It's (blue).*
2 Go around the class to monitor and help as necessary.

LESSON 4 page 33

1 Show and tell

1 Help students to find page 33. Look at the page with the class and explain that the boy in the photograph is talking about his birthday. He is holding a birthday card that he received.
2 Say *Let's talk about our birthdays.*
3 Ask students to put any cards and photos they brought in on your desk with the birthday cakes they made.
4 Choose a card, photo or cake and invite the student who brought it in to come to the front. Ask *What is this, (name)?*
5 Encourage the students to show their card, photo or cake, and say *It's a (cake)*. Help the students to talk about the colors.
6 Encourage students to use words and phrases that they know, such as *I'm (six).*

2 Look and draw

1 Hold up your book. Point to the *vocabulary*. Ask *What are they?* to elicit the numbers.
2 Play *Show me* (Games Bank, page 96) to revise the numbers 1-10.
3 Ask students if they know these numbers. If they know the numbers, they should draw a smile on the face next to the numbers.
4 Draw the letters *c* and *o* on the board. Point to the card in the book. Ask *What is it?* to elicit *card*. Ask students to choose to *c* or *o* on the board. Which is the correct letter for this word?
5 Point to the orange. Ask *What is it?* to elicit *orange*. Ask students to point to the correct letter on the board.
6 Repeat the procedure with the capital letters *C* and *O*.
7 With your back to the class, write a large letter *c* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *o*.
8 Ask your students to draw a smile on the face next to the *phonics* if they know these letters and sounds.

Unit 4

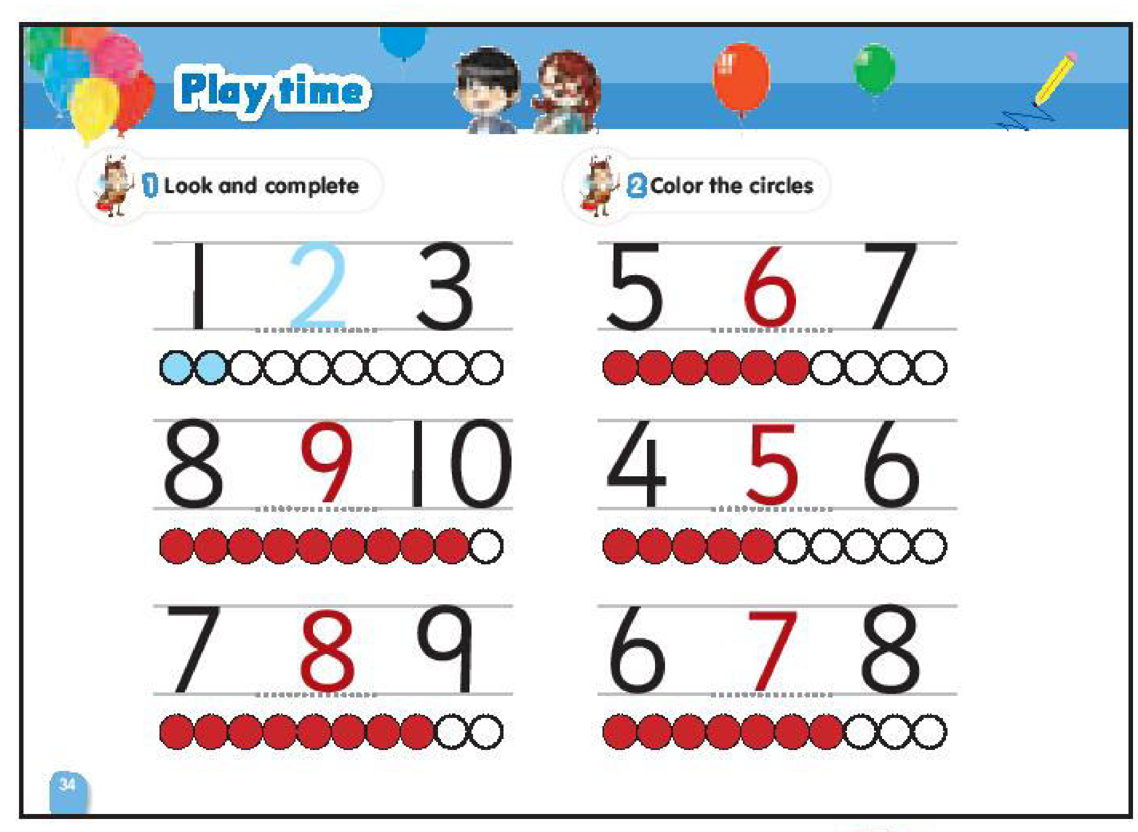
9 Point to the candles. Ask students to count them. Ask them to draw a smile on the face and color it if they can do this.
10 Point to the colors. Ask *What are they?* to elicit the colors. Ask students to draw a smile on the face if they know the colors.
11 Point to the *project*. Explain to the class that they need to listen to each other and speak clearly to do the *Show and tell* activity. Ask them to draw a smile on the face if they think they did this successfully.

Practice game

Play *Color show* (Games Bank, page 94) to practice colors.
1 Roll or throw a soft ball or beanbag to a student and say *Show me (yellow/red/blue/green)*.
2 The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about birthdays.*
- Ask *What did we make?* Encourage students to answer *a birthday cake*.
- Say *Next, we will revise words from units 1 to 4.* Show units 1-4 in your book to help students understand.
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.



PLAY TIME page 34



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

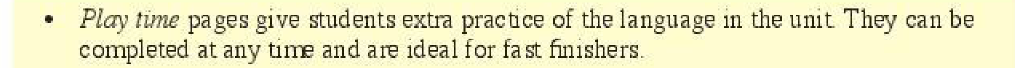
1 Look and complete

1 Ask students to practice counting from 1 to 10.
2 Ask them to look at the example. Numbers 1 and 3 are written with a space in the middle. Ask students what is missing. Help them to count 1, 2, 3 so that they understand that they need to write *2* in the gap.
3 Ask them to continue in the same way for the rest of the gaps.

2 Color the circles

1 Tell students to color the correct number of circles according to each number.
2 Ask them to hold up their books so you can check their answers.





PLAY TIME page 35

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1 Tell students to look at the numbers and colors on the left.
2 Point to the main picture and say *What is it?* Elicit *cake*.
3 Ask students to look at the numbers on the cake.
4 Tell students to find a number, check what color it should be and color the part of the cake.
5 Ask them to continue in the same way for the whole picture.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

LESSON 1 page 36

Objectives: To revise the vocabulary and language from units 1-4

Vocabulary: Classroom items: *bag, book, pen, pencil, pencil case, sharpener, ruler*
Body parts: *ear, eye, hair, hand, mouth, neck, nose*
Numbers: *one, two, three, four, five, six, seven, eight, nine, ten*

Materials: Student's Book, pages 36 and 37
Class CD
Coloring pencils or crayons

Opener

- Welcome the children with a smile.
- Revise the vocabulary from units 1-4 with a game of *Guess the picture* (Games Bank, page 94).

1 [CD 1.31] Listen and point

1 Help the students to find page 36.
2 Ask students *Who can you see?* Point to Busy Bee and ask *Who is this? (Busy Bee).*
3 Then ask students what they can see in the top row of stars. Say *What can you see? Yes, numbers.*
4 Point to the number 1 and ask *What is this? (one).* Say *Yes, it's one.*
5 Repeat the procedure for the numbers 2-5.
6 Play the first sentence on the CD. Say *Listen and point.* Students point to the corresponding numbers as they hear them mentioned.
7 Repeat the procedure for the other rows of pictures.

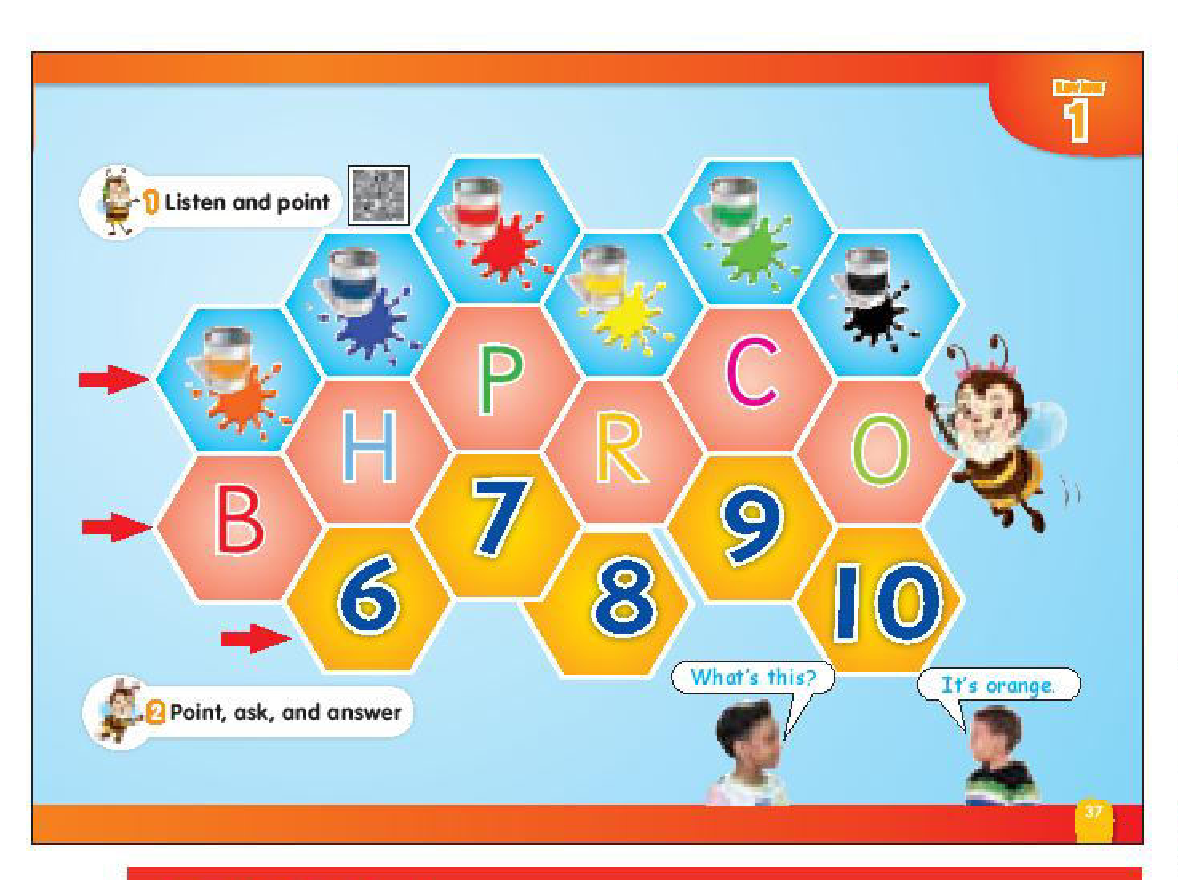
Audioscript

Hana: *One, two, three, four, five.*
Hany: *Book, bag, pen, pencil, pencil case, ruler, sharpener.*
Amira: *Neck, eye, mouth, nose, hand, ear, hair.*



2 Point, ask, and answer

1 Hold up the book and point to a star. Ask a confident student *What's this?*
2 Put students into pairs and ask them to continue in the same way, asking and answering about the pictures.
3 Go around the classroom and help as necessary.



LESSON 1 page 37

1  [CD 1.32] Listen and point

1. Help the students find page 37.
2. Ask students *Who can you see?* Point to Busy Bee and ask *Who is this? (Busy Bee).*
3. Then ask students what they can see in the top row of stars. Say *What can you see? Yes, colors.*
4. Point to the color orange and ask *What is this? (orange).* Say *Yes, it's orange.*
5. Repeat the procedure for the other colors (blue, red, yellow, green, black).
6. Play the first sentence on the CD. Say *Listen and point.* Students point to the corresponding colors as they hear each color mentioned.
7. Repeat the procedure for the other rows of pictures.

Audioscript

Narrator: *orange, blue, red, yellow, green, black*
Narrator: */b/, /h/, /p/, /r/, /k/, /ɒ/*
Narrator: *six, seven, eight, nine, ten*

2 Point, ask, and answer

1. Hold up the book and point to a star. Ask a confident student *What's this?*
2. Put students into pairs and ask them to continue in the same way, asking and answering about the pictures.
3. Go around the classroom and help as necessary.

Fast finishers

- Students practice vocabulary with a partner in the same way, using their own classroom items. *It's a (pencil).*

Practice game

Play *Show me* (Games Bank, page 96) to practice the numbers 1-10.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can count.* Count on your fingers with the class *One, two, three, four, five,* six, seven, eight, nine, ten.
- Ask *What's in the classroom?* Encourage students to hold up classroom items and name them.
- Say *We can talk about our bodies.* Point to different parts of your body and encourage students to name them.
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Hold up classroom items and encourage students to name them. Students can work individually, in pairs or in small groups to do this. Each student only needs to answer one question before they leave.
- Say *Next we will revise letters and sounds.*

LESSON 2 page 38

Objectives: To revise the letter sounds from units 1-4 - /b/, /h/, /n/, /p/, /r/, /k/, /ɒ/
To assess progress in units 1-4

Life skills: Communication, sharing and self-management

Vocabulary: Classroom items: *bag, book, pen, pencil, pencil case, sharpener, ruler*
Body parts: *ears, eyes, hair, hands, mouth, neck, nose*
Numbers: *one, two, three, four, five, six, seven, eight, nine, ten*

Materials: Student's Book, pages 38, 39, 40 and 41
Classroom items: bag, book, pen, pencil, pencil case, sharpener, ruler

Opener

- Revise the sound /k/ by holding up a candle and eliciting *candle*.
- Write the letter *c* on the board and say /k/. Point to the letter and say /k/. Students repeat the sound /k/ with you.
- Then hold up the candle again and elicit *candle*. Point to the letter c on the board at the same time, so that the students are saying /k/ *candle* repeatedly.
- Repeat the procedure for the capital *C* and *Cairo*.

1 Look and say

1 Point to each of the items on the page and ask *What is this?* to elicit *it's (a bus)*.
2 Hold up your book and point to the boy on the left. Read out his speech bubble.
3 Point to the boy on the right. Read out his speech bubble.
4 Put your students into pairs and ask them to point to the pictures and say what all the items are, like the children in the Student's Book.
5 Go around the classroom, encouraging the students and helping where necessary.
6 Ask one or two confident pairs to show their dialogs to the class.







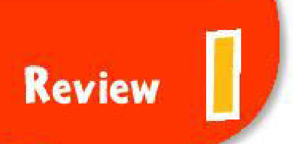
LESSON 2 page 39

1 Complete and say

1 Play *Show me* (Games Bank, page 96) to revise the numbers 1-10.
2 Model the formation for the *number 1*. With your back to the class, write a large *1* in the air with your finger, making the starting point and the direction of writing clear.
3 Students copy the number in the air several times, saying *one* as they do so.
4 Repeat steps 2-3 with the other numbers.
5 Hold up your book and point to Exercise 1.
6 Point to each of the numbers and ask the class to read them.
7 Point to the space between 1 and 3. Say *What's this?* Elicit *It's 2*.
8 Ask the students to write 2 in the space and to continue for the other spaces.
9 Go around the classroom, encouraging the students and helping where necessary.
10 Ask students to hold up their books to show their answers.

2 Count and write

1 Point to each of the items on the page and ask *What is this?* To elicit *It's* (*an orange*).
2 Say *Count the oranges*.
3 Ask students to write *8* in the space next to the oranges. Stop and check that all students have understood and completed this successfully. When they are confident of the task, ask them to count each group of objects and write the numbers in the same way (6 balloons, 10 candles, 3 cakes).



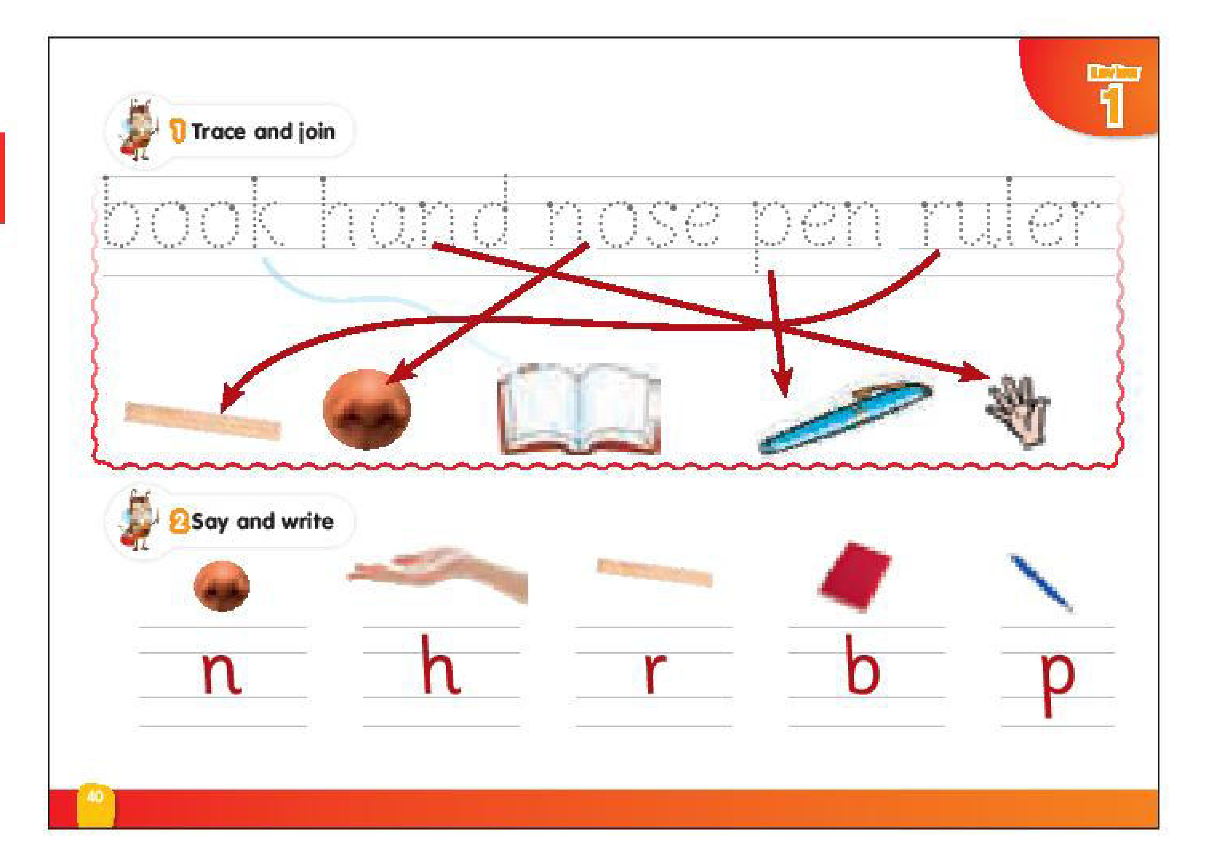
LESSON 2 page 40

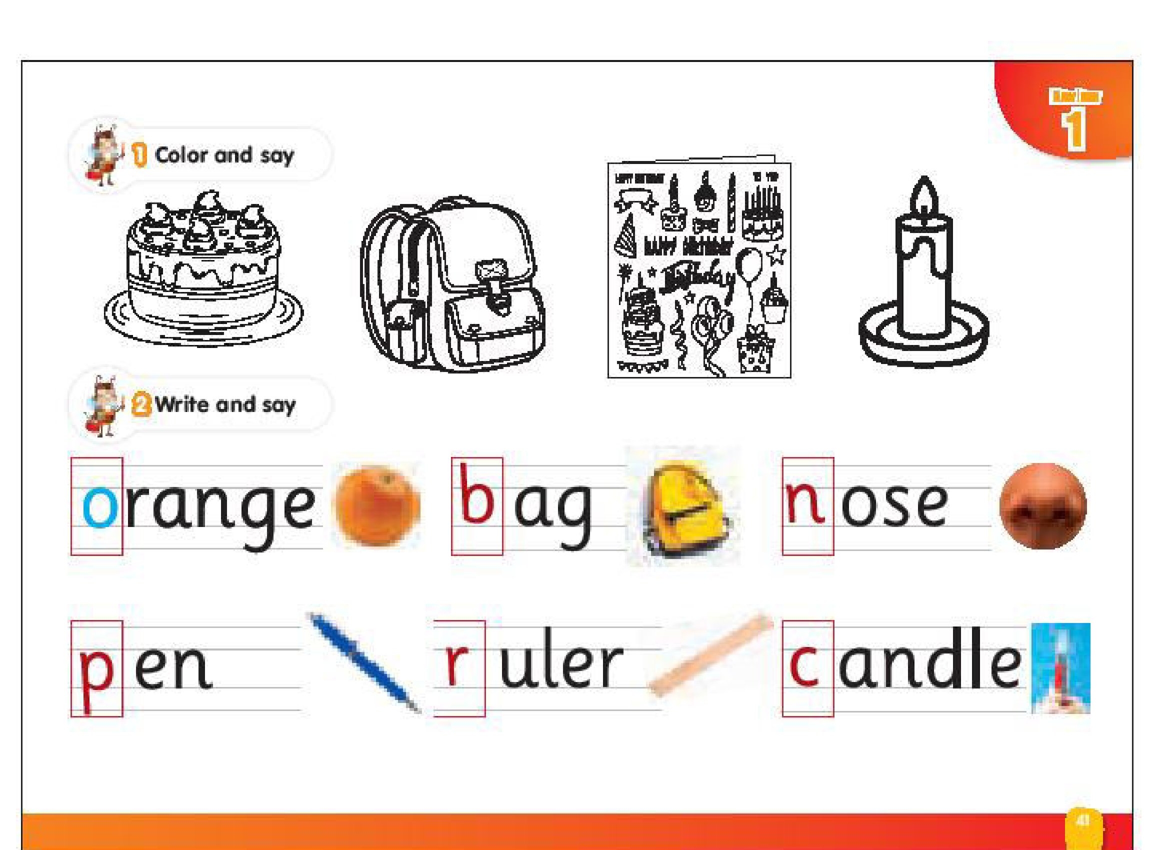
1 Trace and join

1 Help students to find page 40. Point at Exercise 1.
2 Point at the letter *b*. Ask *What is it?* Elicit the sound /*b*/.
3 Model the letter formation for the letter *b*. With your back to the class, write a large letter *b* in the air with your finger while saying the sound /*b*/, making the starting point and direction of writing clear.
4 Students copy the letter in the air several times, saying the letter sound as they do so.
5 Repeat steps 2-4 with the other letters.
6 Ask the students to trace the letters in Exercise 1. Check that they form each letter correctly.
7 Use the pictures to elicit the vocabulary. Point and ask *Whats this? (ruler, nose, book, pen, hand)*.
8 Ask students to match the words to the pictures, as in the example.
9 Tell them to hold up their books when they finish, so you can see their answers.

2 Say and write

1 Revise the sound /n/ by pointing to your nose and eliciting *nose*.
2 Write the letter n on the board and say /n/. Point to the letter and say /n/. Students repeat the sound /n/ with you.
3 Then point to the picture again and elicit *nose*. Point to the letter n on the board at the same time, so that the students are saying */n/ nose* repeatedly.
4 Repeat steps 1-3 with */h/ hand, /r/ ruler, /b/ book and /p/ pen.*
5 Model the letter formation for the letter n. Say the sound */n/.* With your back to the class, write a large letter n in the air with a finger. Make the starting point and the direction of the writing clear.
6 Students copy the letter in the air several times, saying the letter sound as they do so.
7 Repeat steps 5-6 with the other letters.
8 Hold up your book and point to Exercise 2.
9 Use the pictures to elicit the vocabulary. Point to the first picture and ask *What's this? (nose).*
10 Say */n/* nose. Ask students to repeat.
11 Encourage them to write the letter n in the correct place on the lines.
12 Repeat the procedure for the other pictures.







LESSON 2 page 41

1 Color and say

1 Help students to find page 41.
2 Point to the cake. Ask *What is it?* Elicit *cake*.
3 Repeat for *bag*, *card* and *candle*.
4 Ask the students to color the pictures carefully.
5 When they have finished coloring, ask them to work in pairs. They should point to each picture and talk about it. For example, *It's a bag. It's red.*
6 Ask a few confident students to show their pictures to the class and talk about them in the same way.

2 Write and say

1 Revise the sound /r/ by drawing a ruler on the board and eliciting *ruler*.
2 Write the letter r on the board and say /r/. Point to the letter and say /r/. Students repeat the sound /r/ with you.
3 Then point to the picture again and elicit *ruler*. Point to the letter r on the board at the same time, so that the students are saying */r/ ruler* repeatedly.
4 Repeat steps 1-3 with /ɒ/ *orange*, /b/ *bag*, /n/ *nose*, /p/ *pen*, *and* /k/ *candle*.
5 Model the letter formation for the letter r. Say the sound /r/. With your back to the class, write a large letter r in the air with a finger. Make the starting point and the direction of the writing clear.
6 Students copy the letter in the air several times, saying the letter sound as they do so.
7 Repeat steps 5-6 with the other letters.
8 Hold up your book and point to Exercise 2.
9 Use the pictures to elicit the vocabulary. Point to the first picture and ask *What's this? (orange)*.
10 Say /ɒ/ orange. Ask students to repeat.
11 Encourage them to write the letter o in the correct place on the lines.
12 Repeat for the other pictures.



LESSON 2 pages 42-43

Now I can say ...

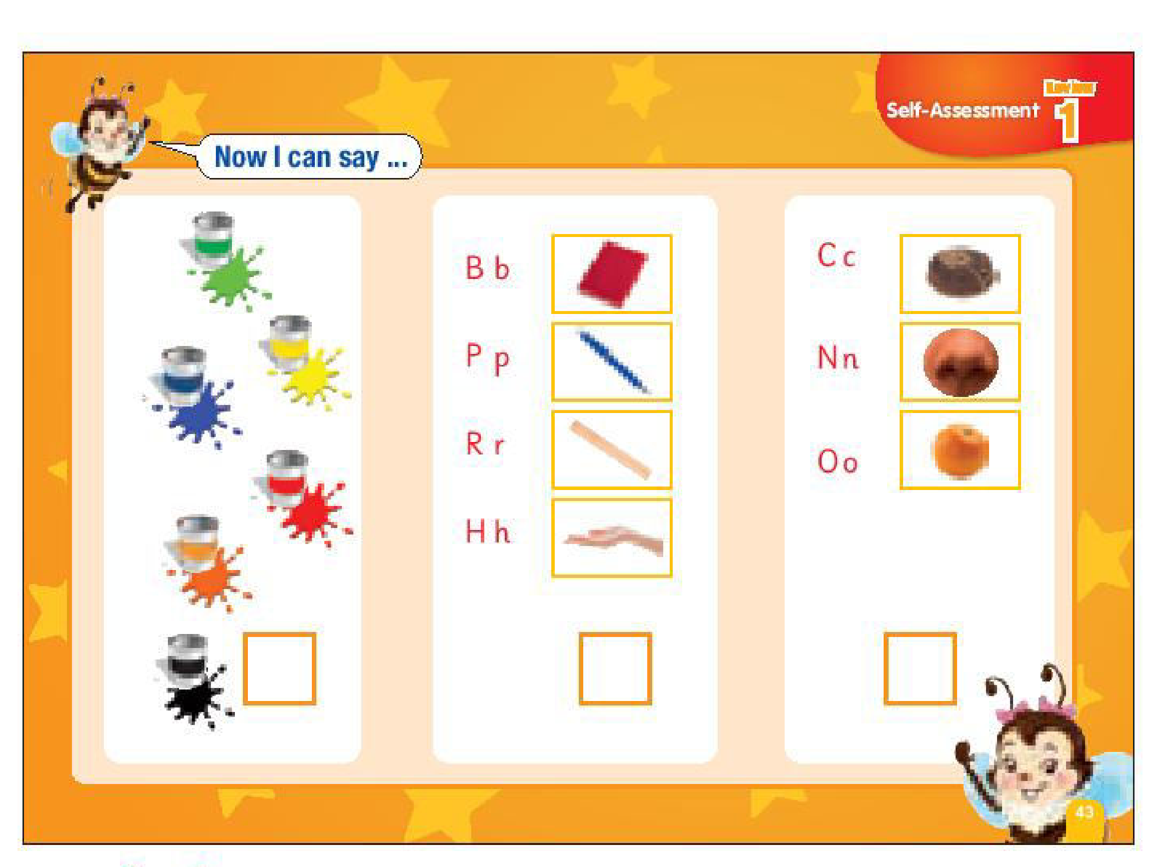
1 Hold up your book. Point to the numbers. Ask *What are they?* to elicit the words (*one*, *two*, *three*, *four*, *five*, *six*, *seven*, *eight*, *nine*, *ten*).
2 Play *Show me* (Games Bank, page 96) to revise the numbers again.
3 If students know the number words, they should put a tick at the bottom of the first 2 columns.
4 Hold up your book. Point to the classroom items. Ask *What are they?* to elicit the words. Ask the students if they know these words. If they know the words, they should put a tick at the bottom of the column.
5 Point to the body parts. Ask *What are they?* to elicit the words.
6 Play *Teacher says* (Games Bank, page 96) to revise the body parts again.
7 If students are happy that they know the words, they should put a tick at the bottom of the column.
8 Repeat with the colors.
9 Draw the letter *b* on the board. Point to the photo of the book in the book. Ask *What is it?* to elicit *book*. Can students think of any more words that start with *b*?
10 Repeat step 8 with the other letters.
11 Ask students to put a tick at the bottom of the column.
12 Say *Well done!* to the class.



Fast finishers



- In pairs, students play *Copy it* (Games Bank, page 90) to revise the letters b, p, r, h and n and their letter sounds /b/, /p/, /r/, /h/, /n/.



Practice game

Play *Word whispers* (Games Bank, page 96) to revise all the known vocabulary.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *b* on the board. Point to it and elicit the sound.
- Say */b/, /b/,... bee. /b/, /b/, ...?* Encourage students to say other words they know that start with the same */b/* sound.
- Repeat with the letters *h, n, p* and *r*.
- Say *Next we will learn about our families*.
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.

Unit 5

LESSON 1 page 46

Objectives: To identify family members
To ask and answer who a person is
To offer and accept something to eat or drink

Values: Love and respect

Vocabulary: *father, mother, grandfather, grandmother, sister, brother, please, thank you*

Language: *Have some (cake), please. Thank you.*
Who's this? This is my (grandfather).

Materials: Student's Book, pages 46 and 47
Class CD
Photos of your own family

Opener

- Play *Color spot* (Games Bank, page 94) to revise colors.
- Remind students of the song from Unit 4, page 27. Say *Listen* and play the song for the students to listen to.
- Play the song again and ask the class to sing the words and sing the answer at the end.

1 [CD 1.33] Look, listen, and repeat

1 Put the photos of your family on the board. Point and say *This is my family*. Point to each person and say *This is my (sister)*. Ask students about their families. Say *Do you have a sister? Do you have a brother?*
2 Hold up your Student's Book, open at pages 46-47, and say *Open your books*.
3 Ask students to look at the pictures and name any characters they recognize (Hany and Hana). Discuss where the children are (at home) and who they are with (their family).
4 Ask students if they know the English words for any things they can see in the picture (flower, cake, girl, boy, red, orange, yellow, blue, green, black). Tell them to point and say the English word.
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Do this several times. Make sure students follow the model on the CD and have the correct intonation each time.



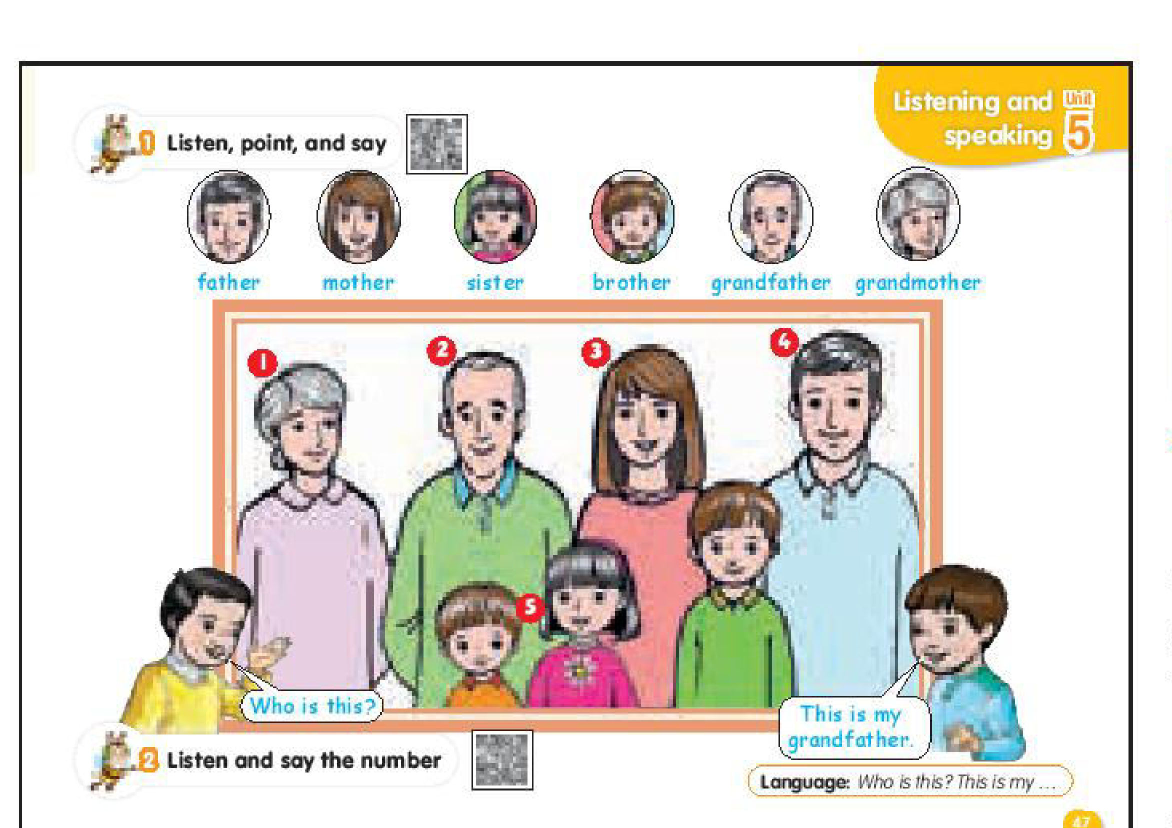
Audioscript

Hany:	*Have some tea, Mother.*
Mother:	*Thank you, Hany.*
Hana:	*Please have some cake, Grandmother.*
Grandmother:	*Thank you, Hana.*

Extra practice

- ❑ Use classroom items as prompts to practice the new language. Hold up some items and help students to make sentences.
  Example
  Teacher: [holds up some pencils]
  Students: *Have some pencils.*
  Teacher: *Thank you.*
- ❑ Practice the language with the whole class and then use calling sticks to choose some individual students to make sure that everyone is confident in using it.
- ❑ Put students into pairs to continue to offer classroom items and say *Thank you*. Go around the classroom, checking pronunciation and helping as necessary.







1 [CD 1.34] Listen, point, and say

1 Use your own family photos to practice the words *mother*, *father*, *grandmother*, *grandfather*, *brother* and *sister*. Put the photos around the classroom and play *Point to the picture* (Games Bank, page 95).
2 Hold up your book and point to Exercise 1 on page 47.
3 Say *Listen*. Play the CD person by person and ask students to point and repeat.
4 Have some fun. Play the CD, person by person, again and this time tell students to find and point to each of the characters in the picture on page 46 and repeat the word. Tell them, for example, to find and point to father and say *father*. Encourage students by saying *Yes!* or *Well done!* when they find and name the family members correctly.
5 Put students into pairs to do the same activity. Student 1 names a family member; Student 2 finds him/her in the picture in Exercise 1, points to and names him/her.
6 Monitor students as they work, and encourage and help them as needed.

Audioscript

father
mother
sister
brother
grandfather
grandmother

2 [CD 1.35] Listen and say the number

1 Teach *my*. Hold up your book and tell the class *This is my book*. Stress the word *my* and gesture to yourself as you say it. Repeat with your bag and your pen to make the meaning clear.
2 Use calling sticks to choose a student. Encourage him/her to hold up their book, pen, pencil, etc. and say *This is my (book)*. Repeat this with several students.
3 Point to Exercise 2. Point to and say the numbers from one to five with the class.
4 Say *Listen* and play the CD to the class. Play the first question and answer. Gesture towards the family picture and ask *Grandfather - one, two, three, four, five?* to prompt students to give you the number corresponding to *Grandfather* in the picture (Two). Play the first question and answer again for students to answer *Two* and then play the answer on the CD as a check.
5 Continue with the rest of the CD, pausing after each question and answer for the class to supply the number, then playing the number as a check.
6 Ask students to hold up their books and show you their answers.

Audioscript

Boy1: *Who's this?*
Boy2: *This is my grandfather.*
Narrator1: *Two*

Boy 1: *Who's this?*
Boy 2: *This is my father.*
Narrator1: *Four*

Boy 1: *Who's this?*
Boy 2: *This is my brother and this is my sister.*
Narrator1: *Five*

Boy 1: *Who's this?*
Boy 2: *This is my mother.*
Narrator1: *Three*

Boy 1: *Who's this?*
Boy 2: *This is my grandmother.*
Narrator 1: *One*

Unit 5

Extra practice

- ❑ Hold up your Student's Book and point to Exercise 2 again.
- ❑ Invite two confident students to come to the front to role play the dialog.
- ❑ One student points to a family member in the picture and asks *Who's this?* The other student replies *It's my....*
- ❑ When they have asked about each family member, the students swap roles and repeat the activity.
- ❑ Choose another confident pair to do the same role play and then ask all students to work in pairs in the same way.
- ❑ Monitor students as they work, encouraging and helping as needed.

Practice game

1 Begin a counting chain around the class. You say *one*, and point to the student at one end of the class. He/She says *two*, the next student says *three* and so on up to ten. The next student begins again at one until everyone has had a turn.
2 Repeat several times, getting faster each time.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *What did we learn today?* Encourage students to say the words for family members.
- Say *Next we will learn about the /f/ and /t/ sounds.*

LESSON 2 page 48

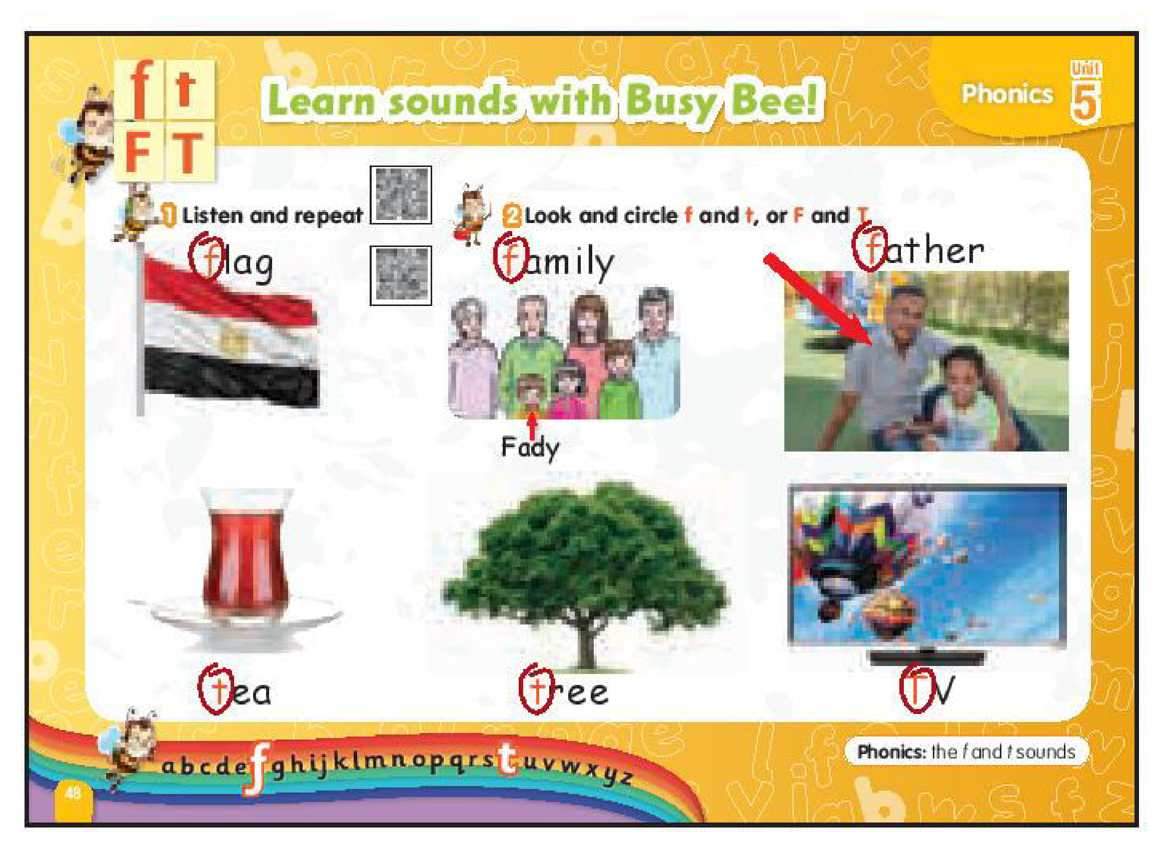
Objectives: To recognize and produce the letter sounds /f/ and /t/
To find words with the /f/ and /t/ sounds
To trace and copy the letters *f, t, F,* and *T*

Vocabulary: *flag, father, family, tea, tree, TV*

Materials: Student's Book pages 48 and 49
Class CD
Pictures of family members (from a magazine or photos of your family): mother, father, grandmother, grandfather, sister, brother
Paper, colored paper, glue and scissors for the *Fast finishers* activity

Opener

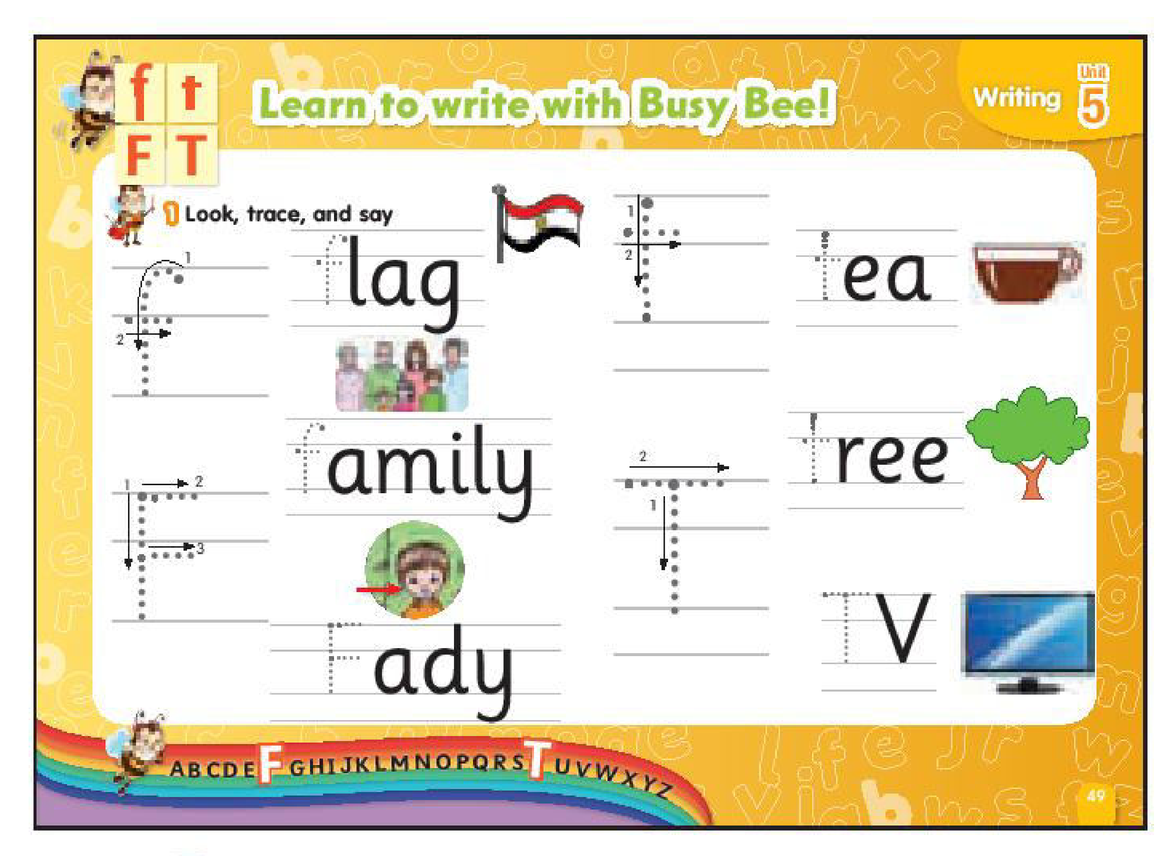
- Revise the family members using the pictures.
- Play *Go to the word* (Games Bank, page 94) with the family member pictures.



Presentation

1 Put the picture of the family on the board and ask *What's this?* Elicit *family*.
2 Write the letter *f/F* on the board.
3 Point at the letter *f* and say */f/*. Students repeat the sound */f/* with you.
4 Point to the picture of the family again and elicit *family*.
5 Write *family* on the board and circle the letter *f*. Point to the letter and then the father quickly, saying */f/ family*. Ask students to repeat.
6 Repeat steps 2-5 with the capital letter *F* and the picture of Fady.
7 Explain that Fady is a name and so it starts with a capital letter. Write *Fady* on the board. Select a confident student and ask him/her to circle the capital F. Ask students to think about why it is a capital F. Encourage students to reply that it is a name. Praise all correct answers.
8 Draw a picture of a cup of tea and ask *What's this?* Elicit *tea*.
9 Write the letter *t/T* on the board.
10 Point at the letter and say */t/*. Students repeat the sound */t/* with you.
11 Point to the cup of tea again and elicit *tea*.
12 Write *tea* on the board and circle the letter *t*. Point to the letter and the tea, saying */t/ tea*. Ask students to repeat.
13 Repeat steps 9-11 with the capital letter T and the picture of the TV.





1  [CD 1.36] Listen and repeat

1 Help students to find page 48.
2 Point to the flag picture and ask *What's this?* Students say the word *flag*. If students cannot say the word, help them to say it.
3 Then point to the letter f on the page and say the sound */f/*. Students repeat after you. Practice this several times.
4 Say *Listen* and play the first part of the CD, encouraging students to repeat the word and sound.
5 Play the second part and demonstrate that students should make the target sound after the word.
6 Play the third part and demonstrate that students should say the model word after the target sound.
7 Play the CD several times so students can mirror and practice the correct pronunciation.
8 Repeat steps 2-7 for *tea* and */t/*.

Audioscript

flag, /f/	*tea, /t/*
flag	*tea*
/f/	*/t/*

2 Look and circle f and t, or F and T

1 Look at the pictures with the class and identify the items in the pictures. *What's this? (flag, Fady, family, tea, tree, TV)*. Say the words together with the class.
2 Point to the flag. Say the word *flag*. Say */f/ flag*. Point to the *f* and show students how to draw a circle around it.
3 Point to the tea. Say the word *tea*. Say */t/ tea*. Ask students to draw a circle around *t*.
4 Repeat the procedure for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 2 page 49

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *f* Say the sound */f/*. With your back to the class, write a large letter f in the air with a finger. Make the starting point and direction of writing clear. Say *Start near the Sky Line, go up and around to the Sky Line, then around and down to the Grass Line. Pick up your pencil and start on the Plane Line. Go straight across.*
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Then demonstrate with one student how to write the letter on another person's back, and then ask students to do this in pairs.
5 Model the correct way to write the letter on the board.
6 Repeat steps 2-5 with the capital letter F and the word *Fady*.
7 Help students to find page 49.
8 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
9 Ask students to trace over the dotted letters *f* and *F* in their books with a finger first.
10 Check that students can hold their pencil correctly. Make sure that they don't hold the pencil too tightly.
11 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.
12 Read the three words at the left-hand side of the page to students. Ask them to trace the letter *f*/*F* for each word.
13 Repeat steps 2-11 for the letters *t* and *T* and the words at the right-hand side of the page. For the Sky Writing, say *Start between the Sky Line and the Plane Line, go straight down to the Grass Line. Pick up your pencil and start on the Plane Line. Go straight across.*

Fast finishers



- Ask the students to cut colored paper into small pieces.
- Give each pair a piece of white paper and ask them to glue pieces of colored paper onto the white paper in the shape of the letter *f/F* or *t/T*.
- If you have a display board for phonics posters, add the students' posters to it.

Practice game

Play *Point to the letter* (Games Bank, page 95).

1 Draw some letters students know (including *f*) on pieces of paper. There should be one letter on each piece of paper.

2 Put the pieces of paper on the walls around the classroom. Ask students to say the sound of the letter as you stick it up.

3 Say the sound of one of the letters and ask students to point to the correct letter. Repeat to practice all the letters.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *f/F* on the board. Point to it and elicit the sound. Say */f/, /f/, ... family. /f/ ,/f/, ...?* Encourage students to say other words they know which start with the */f/* sound.
- Repeat with the letter *t/T*.
- Say *Next we will learn about being polite*.

LESSON 3 page 50

Objectives: To use *please* and *thank you*
To discuss the importance of being polite

Vocabulary: *please*, *thank you*

Life skills: Communication and self-management

Values: Respect and tolerance

Materials: Student's Book, pages 50 and 51
Class CD
Pictures of family members (from a magazine or photos of your family): mother, father, grandmother, grandfather, sister, brother
A soft ball or beanbag for each group



Opener

- Revise the family members using the pictures.
- Play *Point to the picture* (Games Bank, page 95) using the family member pictures.

1 Look and say

1 Ask students what being polite is. Use facial expressions to show frowning and smiling. Ask which is good. Is it polite to borrow things from a friend without asking? Do your students think they are polite? Help students to find page 50.

2 Point to the small photos with words. Holding up your book, point to each picture in turn and say the words *please*, *thank you*. Encourage your students to copy you.

3 Discuss what the children are doing in each picture. (In the first picture, the two boys are asking for the ball. In the second picture, the boy with the ball is giving it to them).

4 Say *Now find*. Ask students to look at the big photos. Ask who is giving and who is receiving in each picture. What are they giving and receiving? (A girl is giving a card to her teacher, a girl is giving water to another girl, a boy is giving a pencil to another boy).

5 Ask which person is saying *please*, and which person is saying *thank you* in each photo.

6 Give a beanbag or soft ball to a student. Then look at them, hold out your hands and say *please*.



7 When the student gives you the beanbag or ball, say *thank you*. Repeat this several times and ask the students to repeat the words.
8 Ask students to work in groups. Give a beanbag or ball to each group.
9 Tell students to pass the ball or beanbag around the group, saying *please* and *thank you* as they receive it.
10 Go around the room and help as necessary.
11 Ask students to look carefully at the photos. Discuss why it is important to say *please* and thank you.

2 [CD 1.37] Sing and do

1 Explain that you are going to play a song on the CD. Say *Listen and look* and play the CD. Hold your book up and point to the pictures as they are mentioned in the song.
2 Repeat and ask students to point in the same way.
3 Play the song again and ask the class to sing the words and point to the pictures.
4 Play the CD again. This time, ask students to sing and do the actions for each verse. Enjoy yourselves!

Audioscript

Teacher:	*Hello. What's this?*
	Show me please.
Girl1:	*Here's a card.*
	It's a card for you.
Teacher:	*Thank you, Thank you, Thank you!*
Girl2:	*Hello. Help me.*
	Some water please.
Girl3:	*Here's some water.*
	It's water for you.
Girl2:	*Thank you, Thank you, Thank you!*
Boy1:	*Hello. Help me.*
	A pencil please.
Boy2:	*Here's a pencil.*
	It's a pencil for you.
Boy1:	*Thank you, Thank you, Thank you!*

LESSON 3 page 51

1 Look and draw 

1 Hold up your book. Point to Exercise 1 on page 51.
2 Point to photo 1. Ask *What is he doing? Is there any problem in this photo? Are they happy? Is this good or bad? Why?*
3 Repeat step 2 for photos 2-4.
4 Tell the students to draw a happy face if the children in the photo are polite and a sad face if the children in the photo are not polite. Go around the classroom, checking and helping as necessary.
5 Ask the students to hold up their books and show you their answers. Elicit why the behavior in pictures 2 and 3 is bad, and the behavior in pictures 1 and 4 is good. *What is the difference?* Says *Well done!*

Practice game

Play *Word whispers* (Games Bank, page 96) to practice family members.

Unit 5

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we learn?* Discuss the importance of being polite and prompt students to say *please* and *thank you*.
- Say *Next we will make a family tree.*
  We will talk about our families.

LESSON 4 page 52

Objectives:	To make a family tree To talk about families
Life skills:	Collaboration and creativity
Vocabulary:	*mother, father, grandmother, grandfather, sister, brother*
Language:	*Who's this? This is my (father).*
Materials:	Student's Book, pages 52 and 53 Class CD Pictures of family members (from a magazine or photos of your family): mother, father, grandmother, grandfather, sister, brother Colored paper Coloring pencils or crayons Scissors Glue Modeling clay

Opener

- Play *Go to the word* (Games bank, page 94) to revise family members, using the pictures.

Presentation

1 Talk about families with the class. Ask the children if they have brothers and sisters. Tell the children about your own family (you could bring in photos to illustrate).
2 Explain that you are going to talk about families today.

1 Look and make

1 Help the students to find page 52.
2 Ask students to look at the pictures: *Look! A family tree.* Point and show students that the oldest people in the family are at the top of the tree and the youngest people are at the bottom of the tree.

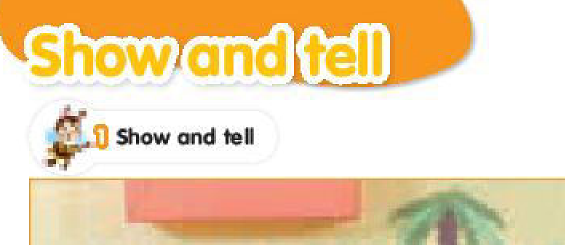


3 Say *Can you make a family tree, too?*
4 Ask students to look at the first photo. Show how the children are working together and sharing the materials. They are making family trees, as in the second photo.
5 Distribute paper, pencils, glue and modeling clay to each child. Tell them to draw their family members on white paper.
6 Tell them to draw their trees on colored paper.
7 They can use scissors and glue to cut out their family members and to stick them on to their trees.
8 Remind students to be polite to each other as they work and to say *please* and *thank you* if they want their friends to pass them things.

Fast finishers

- In pairs, students show their completed family tree to a partner and say *It's my mother. It's my (father).*

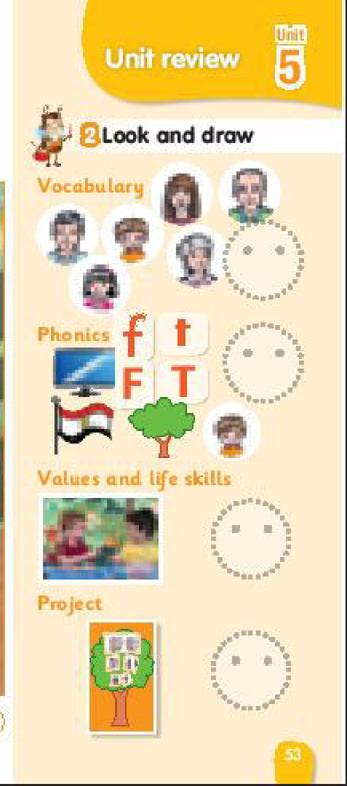








Language: This is (my sister).



LESSON 4 page 53

1 Show and tell

1 Help students to find page 53. Look at the page with the class and explain that the boy in the photograph is talking about his family tree.
2 Say *Let's talk about our family trees.*
3 Invite a student to come to the front. Ask *Who is this, (name)?*
4 Encourage the student to show their family tree, and say *It's my (brother).* Help the students to talk about family members.

2 Look and draw

1 Hold up your book. Point to the *vocabulary*. Ask *Who are they?* to elicit the family members.
2 Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
3 Draw the letters *f* and *t on* the board. Point to the flag in the book. Ask *What is it?* to elicit *flag*. Ask students to point to *f* or *t* on the board. Which is the correct letter for this word?
4 Point to the tree. Ask *What is it?* to elicit *tree*. Ask students to point to the correct letter on the board.
5 With your back to the class, write a large letter *f* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *t*.
6 Repeat steps 3-5 with the capital letters *F* and *T*.
7 Ask your students to draw a smile on the face next to the *phonics* if they know these letters and sounds.
8 Point to the *Values* and *Life skills* photo. Discuss what the boys are saying and why it is important. Ask students to draw a smile on the face if they understand why it is important to be polite.
9 Point to the *Project* picture. Tell students to draw a smiley face and color it if they think they made a good family tree. Encourage them to be proud of their work.

Practice game

1 Tell students you are going to say some words and they must listen carefully for the sounds /f/ and /t/.Tell them that when they hear the sound /t/, they must put up their hand, and when they hear the sound /f/, they must clap. Say /t/ and put up your hand, then /f/ and clap, to demonstrate.
2 Read the following, slowly, to the class: */f/, /t/, television, father, tea, flag, four, teacher. Have some tea, mother. Thank you, Tarek. Have some cake, father. Thank you, Fatma.*

Example:

Teacher: */f/*
Students: [clap]
Teacher: */t/*
Students: [put hands up]
Teacher: *television*
Students: [put hands up]
Teacher: *father*
Students: [clap]
Teacher: *tea*
Students: [put hands up]
Teacher: *flag*
Students: [clap]
Teacher: *four*
Students: [clap]
Teacher: *teacher*
Students: [put hands up]
Teacher: *Have some tea, mother.*
Students: [put hands up]
Teacher: *Thank you, Tarek.*

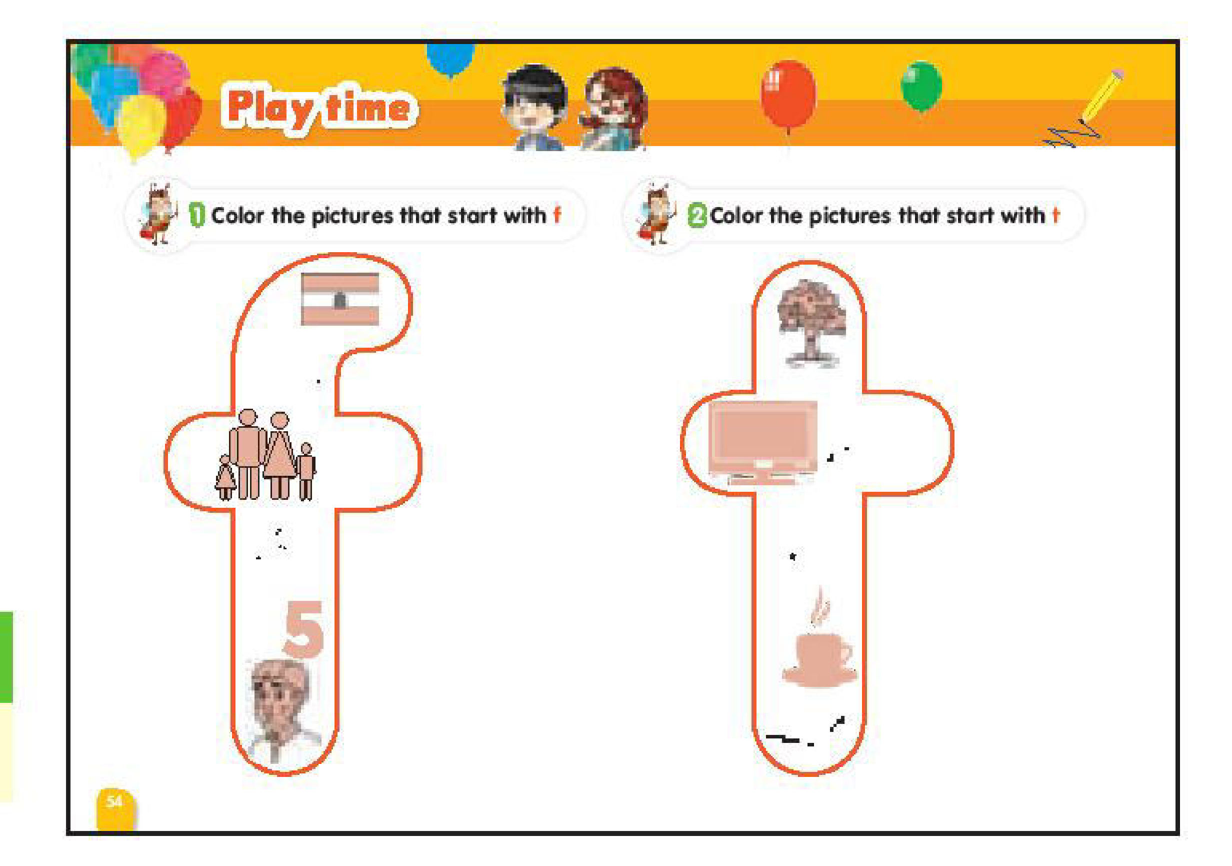
Students [put hands up]
Teacher: *Have some cake, father.*
Students [clap]
Teacher: *Thank you, Fatma.*
Students [clap] [put hands up]

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we make?* Encourage students to say *family trees.*
- Say *We talked about our families. We worked together in groups.*
- Say *Next we will talk about music.*
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.



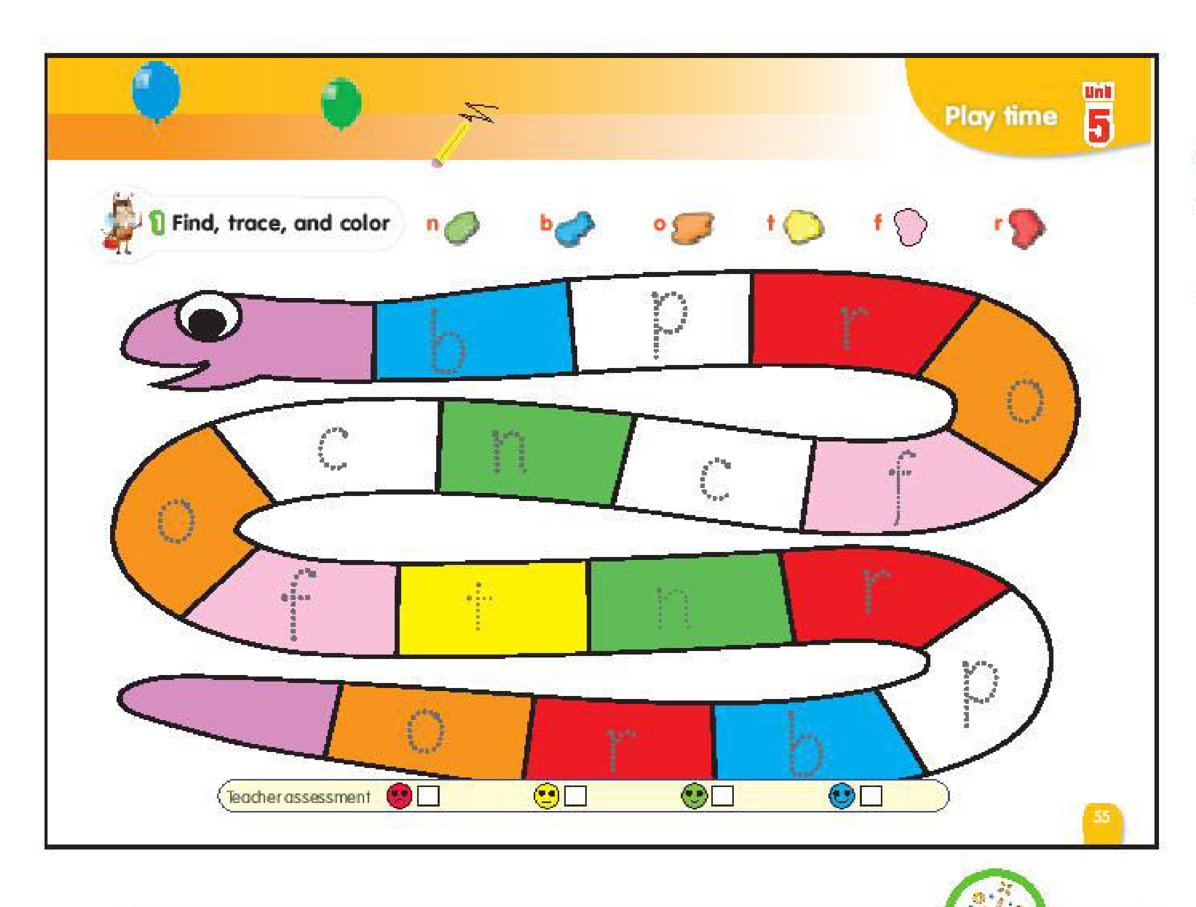
1 Color the pictures that start with f

1 Remind students of the letter f and the sound /f/. Ask them to look at pages 48 and 49 if they need help.
2 Ask them to look at the pictures in the letter f and to say the names of each object.
3 If the object begins with f, they should color.

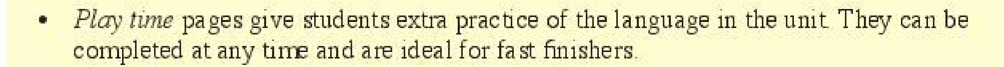
2 Color the pictures that start with t

1 Remind students of the letter t and the sound /t/. Ask them to look at pages 48 and 49 if they need help.
2 Ask them to look at the pictures in the letter t and to say the names of each object.
3 If the object begins with *t*, they should color.





PLAY TIME page 55



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find, trace, and color

1 Tell students to look at the letters and colors at the top of the page.
2 Point to the main picture and ask students to look at the letters on the snake.
3 Ask students to trace the letters.
4 Tell students to find a letter, check what color it should be and color the part of the snake.
5 Ask them to continue in the same way for the whole picture. Explain that not all parts of the snake will be colored.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 6

LESSON 1 page 56

Objectives: To identify vocabulary for musical instruments in a picture
To talk about skills and abilities

Vocabulary: *drum, flute, guitar, piano, triangle*

Life skills: Communication: Self-expression

Language: *I can play the (piano).*

Materials: Student's Book, pages 56 and 57
Class CD
Pictures of musical instruments: drum, flute, guitar, piano, triangle
Audio clips of a drum, flute, guitar, piano and triangle (these can be on your cellphone)
Coloring pencils or crayons
Paper for the *Fast finishers* activity

Opener

- Play *Teacher says* (Games Bank, page 96) to revise instructions and body parts.

Presentation

1 Use pictures to present and practice the new music vocabulary: *drum, flute, guitar, piano* and *triangle*. If possible, play audio clips of each instrument on your cellphone too, so students can hear them. Put the pictures on the board. Point to them and say the words. Ask the students to repeat several times.
2 Then point to each musical instrument picture in turn and ask *What's this?* Students say the words. Vary the order you point to the pictures.
3 Use calling sticks to choose individual students to come to the front of the class. Point to a picture on the board, say *(Ali), what's this?* Help the student to say the word.
4 Put students into groups. Give each group paper and scissors. Ask them to work together to draw the musical instruments on the paper and cut them out. Go around the classroom as they work and ask *What is it?* to elicit the names of the instruments.
5 When the groups have their instruments and finish tidying their tables, ask them to put the instruments on the table in the middle of the group. Say an instrument and ask students to touch that instrument on the table and repeat the word. Continue until all of the instruments are practiced several times.

1 [CD 1.38] Look, listen, and repeat

1 Help students to find page 56.
2 Ask students *Who or what can you see in the picture? (Amira, Youssef, Hany, Hana, a friend, piano, drum, guitar, flute, triangle).*

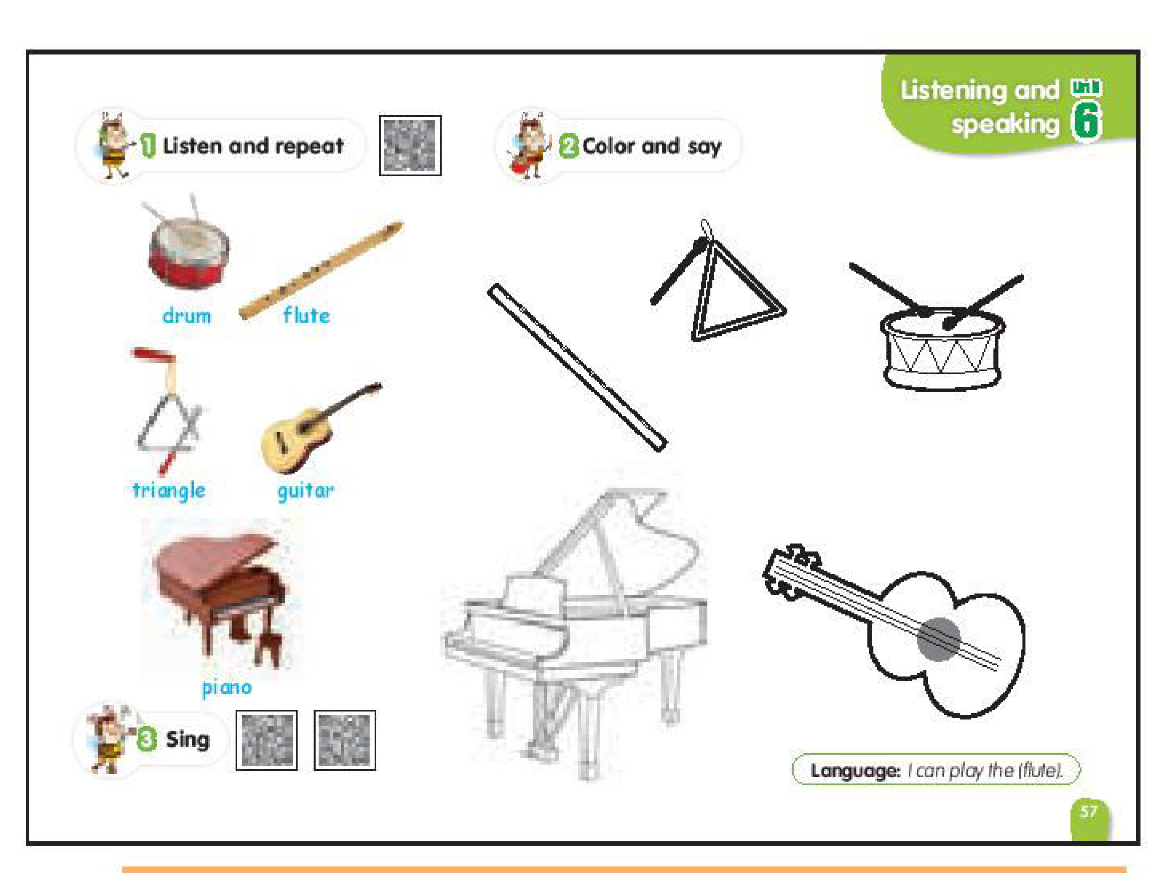


3 Help them to count the children. Say *How many children are there? Let's count! 1, 2, 3, 4, 5. Yes, there are five.*
4 Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak.
5 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
6 Play the CD again, sentence by sentence. Encourage students to repeat what they hear. Ask the boys to repeat the boy and Hany's sentences. Ask the girls to repeat Amira and Hana's sentences.

Audioscript

Amira:	*I can play the guitar.*
Boy:	*I can play the drum.*
Hany:	*I can play the flute.*
Youssef:	*I can play the triangle*
Hana:	*I can play the piano.*
	Let's play together!





LESSON 1 page 57

1 [CD 1.39] Listen and repeat

1 Help students to find page 57.
2 Use the pictures to elicit the names of the musical instruments. Ask *What's this? (drum, flute, triangle, guitar* and *piano).*
3 Say *Listen and repeat*. Play the recording, pausing after each sound for students to choose and point to the instrument they hear.
4 Ask students to hold up their books and show you each instrument when they point to it.
5 Play the CD again and ask students to repeat the words.

Audioscript

drum
flute
triangle
guitar
piano

2 Color and say

1 Tell students they are going to color in the pictures. Say *Let's color!*
2 Students work carefully to color the pictures as neatly as they can.
3 Go around the classroom and ask individual students *What's this? What color is it? Do you like it?*
4 When they finish, ask students to work in pairs to show their pictures to their partner. They should point to each picture and say *It's a (drum).* Point to the language box at the bottom and say it aloud. Ask students to repeat. Ask students to point to one musical instrument that they can play and say, *I can play the ...* . Go around the classroom and monitor while students are working. Help as necessary.

3 Sing

1 Play the song. Encourage students to point to each instrument on the page when they hear it.
2 Play the song again and encourage them to mime playing the instruments and sing as much as they can.
3 When students are able to, play the version of the song without words. Students sing as much as they can.

Audioscript

Boy: *Bang, bang, bang*
I can play the drum.
Come and play with me!

Girl: *Toot, toot, toot*
I can play the flute.
Come and play with me!

Boy: *Ting, ting, ting*
I can play the triangle.
Come and play with me!

Girl: *Strum, strum, strum*
I can play the guitar.
Come and play with me!

Fast finishers



- Students can draw a simple picture of their favorite musical instrument. They can show the picture to another student and say *I can play the (piano).* Start a class wall display with their pictures. If students do not have time to complete this task in class, they can do it at home and bring it to the next lesson.

Unit 6

Practice game

Play *Mime it* (Games Bank, page 95) with either the whole class or in smaller groups.

1 Mime playing one of the musical instruments for the class to guess, e.g. *flute*. Encourage students to put their hands up if they want to answer.
2 Choose a student to say the word for your mime. Confirm they are correct and say *I can play the (flute). Well done!*
3 Then you could encourage that student to do a mime by showing him/her a picture of another musical instrument, or by whispering another instrument to them.
4 This game can be continued in groups.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about musical instruments.*
  Next we will learn about the sounds /d/ and /g/.

LESSON 2 page 58

Objectives: To recognize and produce the letter sounds /d/ and /g/
To find words with the /d/ and /g/ sounds
To trace and copy the letters *d*, *g*, *D*, and *G*

Vocabulary: *drum, dog, doll, guitar, girl, green*

Materials: Student's Book, pages 58 and 59
Class CD
Pictures of musical instruments: drum, guitar
Paper, colored paper, glue, and scissors for the *Fast finishers* activity

Opener

- Revise the musical instruments with the class by saying musical instruments for the whole class and individual students to mime playing them.

Presentation

1 Put the picture of the drum on the board and ask *What's this?* Elicit *drum*.
2 Write the letter *d/D* on the board.
3 Point at the letter and say /d/. Students repeat the sound /d/ with you.
4 Point at the drum again and elicit *drum*.
5 Write the word *drum* on the board and circle the *d*. Point to the letter and then the drum quickly, saying /d/ *drum*. Ask students to repeat.
6 Repeat steps 3-5 with the capital letter D and the picture of Dina.



7 Put the picture of the guitar on the board and ask *What's this?* Elicit *guitar*.
8 Write the letter *g/G* on the board.
9 Point at the letter and say /g/. Students repeat the sound /g/ with you.
10 Point at the guitar again and elicit *guitar*.
11 Write the word *guitar* on the board and circle the *g*. Point to the letter and guitar, saying /g/ *guitar*. Ask the students to repeat.
12 Repeat steps 9-11 with the capital letter G and the picture of *Gamila*.
13 Explain that Gamila is a name and so it starts with a capital letter. Write *Gamila* on the board. Select a confident student and ask him/her to circle the capital G. Ask students to think about why it is a capital G. Encourage students to reply that it is a name. Praise all correct answers.

1 [CD 1.42] Listen and repeat

1 Help students to find page 58.
2 Point to the picture of the drum and ask *What's this?* Students say *drum*.
3 Then point to the letter *d* on the page and say the sound /d/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Repeat with the /g/ sound and guitar.





Audioscript

drum, /d/
drum
/d/

guitar, /g/
guitar
/g/

2 Look and circle d and g, or D and G

1 Look at the pictures with the class and identify the items and persons in the pictures: *What/Who can you see? (drum, dog, Dina, guitar, green, Gamila)*. Say the words together with the class.
2 Point to the drum. Say the word *drum*. Say */d/ drum*. Point to the *d* and show students how to draw a circle around it.
3 Point to the guitar. Say the word *guitar*. Say */g/ guitar*. Ask students to draw a circle around *g*.
4 Point to the dog. Say the word *dog*. Say */d/ dog*. Point to the *d* and show students how to draw a circle around it.
5 Put students into small groups to repeat for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 2

page 59

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *d*. Say the sound */d/*. With your back to the class, write a large letter *d* in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Plane Line, go around and down to the Grass Line, go up to the Sky Line and straight down to the Grass Line*.
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Repeat steps 2-4 with the capital letter *D* and *Dina*.
6 Help students to find page 59.
7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
8 Ask the students to trace over the dotted letter *d* and *D* in their book with a finger first.
9 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
11 Read the three words on the left-hand side of the page to the students. Ask them to trace the letters *d* and *D*.
12 Repeat steps 2-11 for the letters *g* and *G*. For the Sky Writing, say *Start at the Plane Line, go around and down to the Grass Line, go up and around to the Plane Line and around and down to the Worm Line*.

Fast finishers



- Ask students to cut colored paper into small pieces.
- Give each pair a piece of white paper and ask them to glue pieces of colored paper onto the white paper in the shape of the letter *b*.
- If students do not complete this task in class, they can do it at home and bring it to the next lesson.
- If you have a display board for phonics posters, add the students' poster to it.

Unit 6

Practice game

Play *Circle it* (Games Bank, page 94).

1 Draw some letters students know from Student's Book on the board and the letter *d*.
2 Ask for a student to come to the board and circle the letter sound /d/.
3 Write some new letters and the letter *g*, and ask another student to circle the letter sound /g/.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *d* on the board. Point to it and elicit the sound.
- Say */d/, /d/, ... dog. /d/, /d/, ...?* Encourage students to say other words they know which start with the /d/ sound.
- Repeat with the letter *g*.
- Say *Next we will learn about our senses.*
- Say *Goodbye!* and encourage students to wave and say *Goodbye!* to you.

LESSON 3 page 60

Objectives:	To identify our senses and match them to body parts
Values:	Curiosity
Vocabulary:	*hear, see, smell, taste, touch*
Issues:	Environmental awareness
Language:	*I can (touch).*
Materials:	Student's Book, pages 60 and 61 Class CD Coloring pencils or crayons Pictures of musical instruments: drum, flute, guitar, piano, triangle

Opener

- Play *Guess the picture* (Games Bank, page 94) with the musical instruments. Start to draw one of the instruments, e.g. *a triangle*. Students guess which instrument it is. After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next instrument.

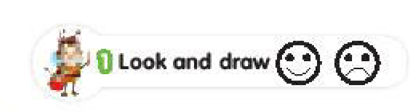
1 [CD 1.43] Listen and say

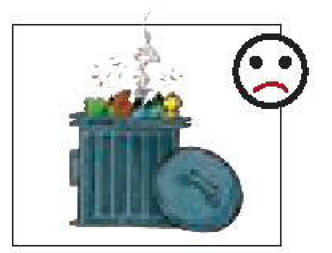
1 Use the class mascot or a doll to revise the parts of the body. Point to a part of the body and say *What is it?* Elicit the word.



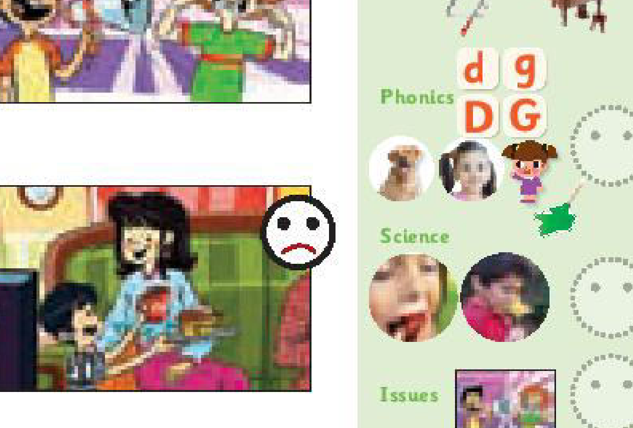
2 Say *Listen and do. Touch your (ears).* Encourage students to follow the instructions. Repeat with other body parts.
3 Help students to find page 60.
4 Ask students to look at the top left picture on the page. Say *I can hear*. Ask the students what the child in the photo is doing (listening to music). Say *What can you hear?* Discuss the sounds that students can hear now.
5 Ask students to look at the bottom left picture. Say *I can smell*. Ask the students what the child in the photo is doing (smelling a flower). Say *What can you smell?* Discuss what kinds of things we can smell.
6 Ask students to look at the middle picture. Say *I can touch*. Ask students what the child in the photo is doing (touching some paper with Braille writing). Say *What can you touch?* Discuss what kinds of things we can touch. Explain that the photo here shows special writing for people who cannot see. The dots on the paper are different letters. A blind person can touch them and understand the words.
7 Ask students to look at the top right picture. Say *I can taste*. Ask the students what the child in the photo is doing (eating a strawberry). Say *What can you taste?* Discuss what kinds of things we can taste. Discuss what different tastes there are (sweet, sour, bitter, etc.) Use facial expressions and body language to explain the different tastes.



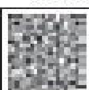












8 Ask students to look at the bottom right picture. Say *I can see*. Ask students what the child in the photo is doing (looking at a flower through a magnifying glass). Say *What can you see?* Discuss what kinds of things we can see. Discuss what the students can see now.
9 Point to each picture, say the sentence and ask students to repeat. Repeat very quietly (whispering) and loudly (shouting).
10 Say *Listen and point*.
11 Play the CD sentence by sentence. After each sentence, point to the correct picture and check that students are pointing to the correct picture too.
12 Play the CD again, sentence by sentence and ask students to point to the picture and repeat each sentence.

Audioscript

Girl 1: *I can hear.*
Boy 1: *I can smell.*
Girl 2: *I can touch.*
Girl 3: *I can taste.*
Boy 2: *I can see.*

Extra practice

❑ Put students into pairs. Ask them to point to each picture and tell their partner the sentence *I can (hear)*.

Digital link: A video with more information about our senses can be accessed by scanning this QR code.

LESSON 3 page 61

1 Look and draw



1 Hold up your book and point to Exercise 1.
2 Point to the first picture. Say *I can hear?* Elicit *No*. *I can taste?* Elicit *No*. *I can smell?* Elicit *Yes*.
3 Discuss whether it smells good or bad. Elicit that it smells bad and ask students to draw a sad mouth on the face.
4 Point to the second picture. Say *I can smell?* Elicit *No? I can see?* Elicit *No? I can hear?* Elicit *Yes!*
5 Discuss whether it is a good or bad sound. Elicit that the person is shouting too loudly and ask students to draw a sad mouth on the face.
6 Continue in the same way for the other pictures (see flowers – happy face, smell taxi fumes– sad face).

2 Look and draw

1 Hold up your book. Make sure each student has some coloring pencils or crayons.
2 Point to the musical instruments. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should draw a smile and color the face.
3 Point to the *Science* photos. Discuss what the five senses are. Ask students to draw a smile and color the face if they know the five senses.
4 Draw the letters *d/D* and *g/G* on the board. Point to the dog in the book. Ask *What is it?* to elicit *dog*. Ask the students to point to *d* or *g* on the board. Which is the correct letter for this word?
5 Point to the color green. Ask *What is it?* to elicit *green*. Ask students to point to the correct letter on the board.
6 With your back to the class, write a large letter *d* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *g*.
7 Repeat steps 4-6 with the capital letters D and G.
8 Ask your students to draw a smile and color the face next to the *Phonics* if they know these letters and sounds.

9 Point to the *Issues* pictures. Ask students if they understand Exercise 1 on this page. If they do, they can draw a smile and color the face next to the *Issues*.

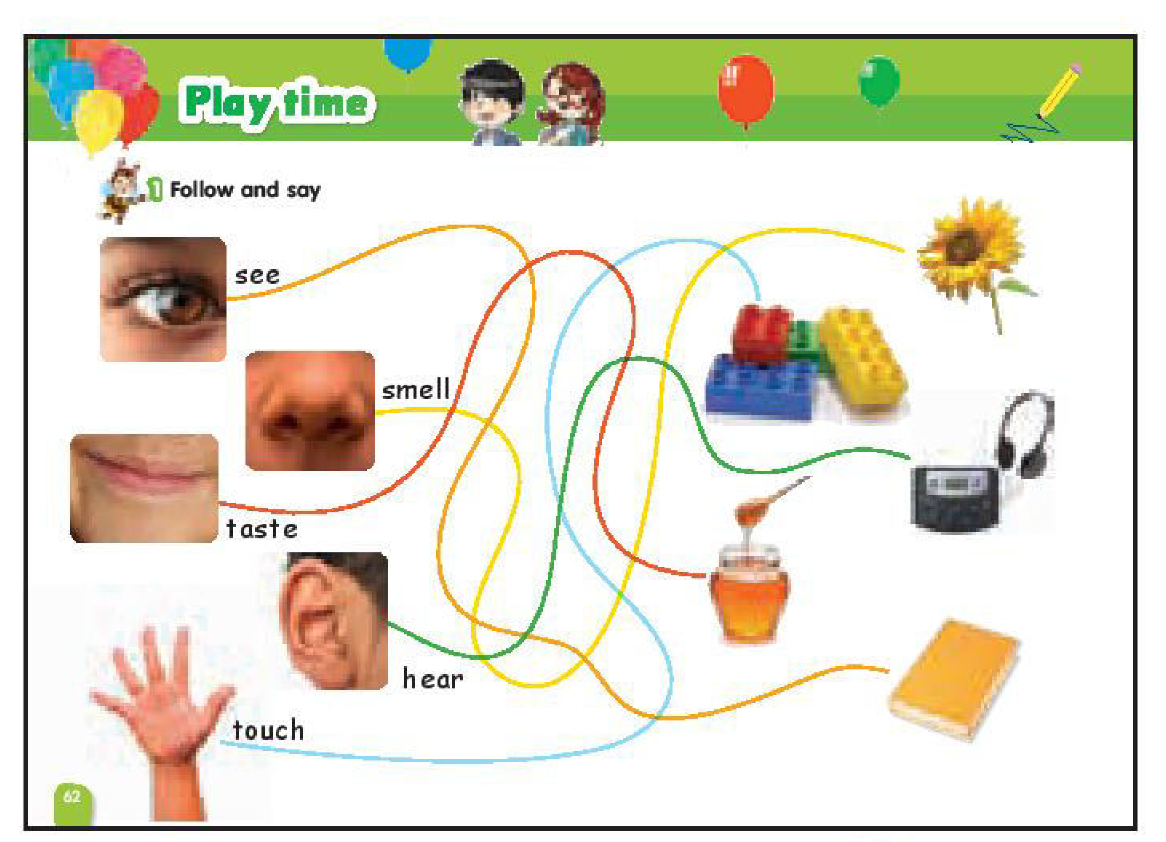
Practice game

Play *Point to the picture* (Games Bank, page 95).

1 Display the pictures for drum, guitar, piano, flute and triangle on the board.
2 Say one of the words, e.g. *guitar* and students put up their hands to volunteer.
3 Choose a student to come to the board and point to the picture of the guitar.
4 The student says the next word and chooses some one to come and point to the correct picture.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about our senses*. Point to your eyes, ears, mouth, hands and nose in turn. Encourage students to name the body parts and say the sense (see, hear, taste, touch, smell).
- Say *We can talk about good and bad things for our senses. What's good? What's bad?* Encourage all correct answers, even if in mime or simple words.
- Say *Next we will learn about places at home and geometrical shapes.*
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.



PLAY TIME page 62

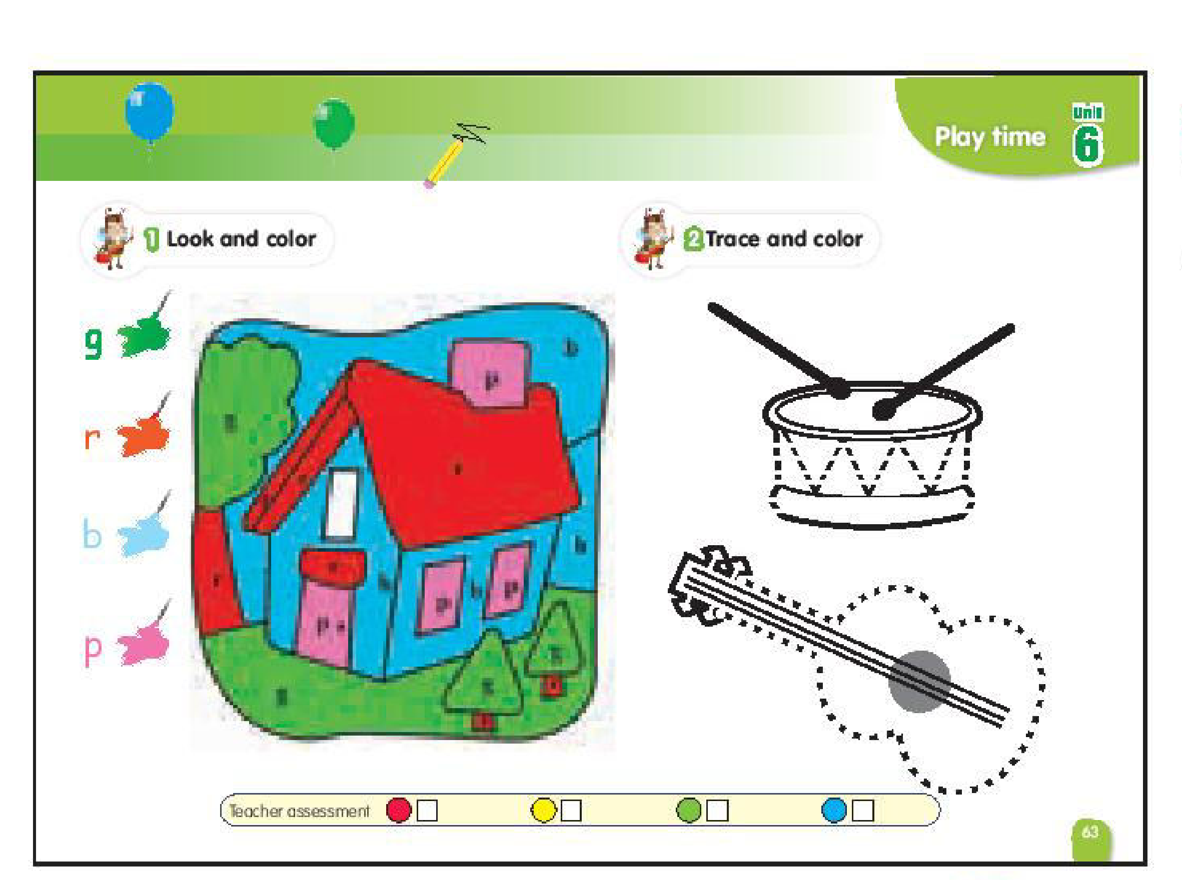


- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Follow and say

1 Remind students of the five senses. You can ask them to look at pages 60 and 61 for help if they cannot remember.
2 Tell students to look carefully at the photos on the left and to say the parts of the body.
3 Ask them to work in pairs and to follow each line to find out what they can do with each sense and each body part.





Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.



PLAY TIME page 63

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1 Tell students to look carefully at the colors and letters on the left.
2 Ask them to find the letters in the picture and to color each part according to the letter which is written there.

2 Trace and color

1 Tell students to trace the instruments carefully and then color the pictures.

LESSON 1 page 64

Objectives:	To ask where a person is To answer *He's/She's in the...* To identify different rooms in a home
Life skills:	Communication
Vocabulary:	*bathroom, bedroom, garden, kitchen, living room*
Language:	*Where's......?* *He's/She's in the living room.*
Materials:	Student's Book, pages 64 and 65 Class CD Pictures from a magazine of the rooms of a house: bathroom, bedroom, garden, kitchen, living room Paper for the *Fast finishers* activity

Opener

- Play *Word whispers* (Games bank, page 96) to revise family members.
- Invite one boy and one girl to the front of the class. Gesture toward the boy and say *boy*. Gesture toward the girl and say *girl*. Repeat with another pair of students. Check understanding by saying *Boys stand up, girls stand up, boys sit down*, etc.

Presentation

1 Use pictures from magazines or of your own house to present and practice the new words for rooms: *bathroom, bedroom, garden, kitchen* and *living room*. Put the pictures on the board. Point to them and say the words. Ask students to repeat several times.
2 Then point to each room in turn and ask *What's this?* Students say the words. Vary the order you point to the pictures. Ask about each room, saying *What do we do in the (kitchen)?* Elicit at least one activity for each room and check that students fully understand. They may have difficulty explaining the activities in English so encourage them to mime and use simple words.
3 Ask individual students to come to the front of the class. Point to a picture on the board, say *(Nadia), what's this?* Help the student to say the word.
4 Put students into groups to practice. Each student takes turns to point to a room picture and say the word. Tell students to listen respectfully to each other and wait for their friends to say the words.

1 [CD 1.44] Look, listen, and repeat

1 Help students to find page 64.

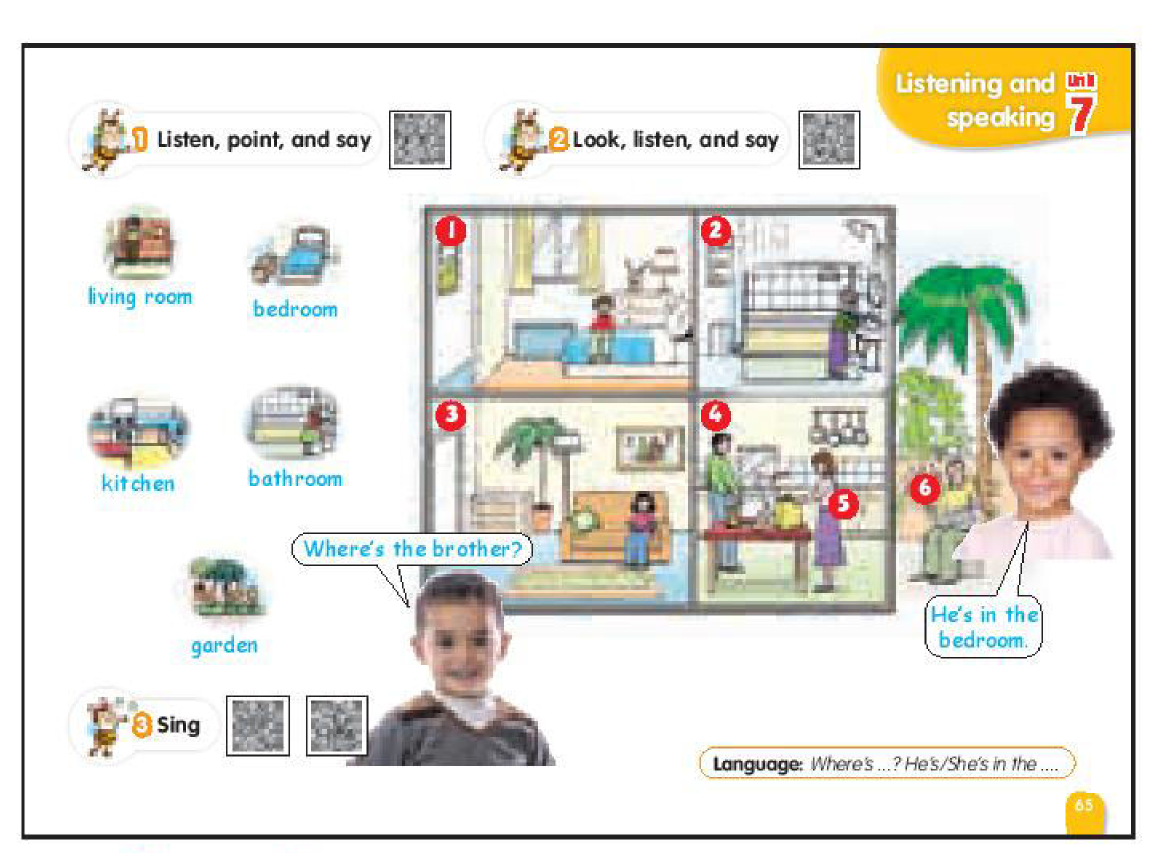


2 Ask *What can you see?* Elicit the words for anything that students can say in English.
3 Ask *Who can you see in the picture? (Hana, Amira, Youssef and a friend).*
4 Help them to count the children, say *Count the children. 1, 2, 3, 4. Yes, there are four.*
5 Point to a room and ask *What's this? (bathroom, bedroom, garden, kitchen and living room).* Repeat each word for students to hear.
6 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
7 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
8 Play the CD again, sentence by sentence. Encourage students, to repeat what they hear.

Audioscript

Hana:	*Where's the boy?*
Youssef:	*He's in the living room.*
Hany:	*Where's the girl?*
Girl 1:	*She's in the bathroom.*





Extra practice

- Say *girl* and indicate for students to point to the girl in the house and say *girl*. Repeat for *boy*.
- Explain that the boy and the girl are in the place where they live and we call this *home*.
- Repeat the word and indicate for the class to repeat the word after you several times.
- Point to the living room in the picture, say *living room* and indicate for the class to point and repeat the word after you several times. Repeat for *kitchen*.
- Play the CD again for students to listen to.
- Put the class into groups of four to role play the dialog. Tell them to do this four times, taking a different part each time so that they each practice all of the dialog.
- Go around the room to monitor students as they work, encouraging and helping with pronunciation if required.
- Invite one or two groups to perform the dialog for the class.

LESSON 1 page 65

1  [CD 1.45] Listen, point, and say

1 Help students to find page 65. Point to Exercise 1.
2 Say *living room* and make sure students are pointing to the picture of a living room. Say *kitchen* and make sure students are pointing to the picture of a kitchen.
3 Say *Listen*. Play the CD and demonstrate pointing to each picture as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.
5 Have some fun. Name the pictures at random and each time tell the students to find and point to the correct part of the picture on page 64, and to repeat the word each time. Encourage students by saying *Yes!* or *Well done!* when they find and name an area correctly.
6 Put students into pairs to do the same activity. Tell students that one person in each pair is the teacher. They have to respect each other's roles. When they finish, they will swap roles. Student 1 names a room, Student 2 finds it in the main picture on page 64, points to it and names it. When they finish, ask the students in each pair to switch roles.
7 Monitor students as they work. Encourage and help them as needed.

Audioscript

living room *bedroom* *kitchen* *bathroom* *garden*

2 [CD 1.46] Look, listen, and say

1 Point to Exercise 2. Ask the class to name the rooms they can see *(bedroom, bathroom, living room, kitchen* and *garden)*.
2 Ask the class *Who are they?* to elicit *brother* (1), *grandmother* (2), *sister* (3), *father* (4), *mother* (5) and *grandfather* (6).
3 Point to and read the model speech bubbles to the class and ask students to point and say the words after you.
4 Say *Let's listen*. Play the CD for question 1. Stop the CD before the answer and help your students to say *He's in the bedroom*.
5 Explain that *he's* is used for boys and men, and *she's* is used for women and girls.
6 Play the answer for question 1 and say *Well done!* to your class.
7 Continue in the same way for the rest of the questions and answers on the CD.

Audioscript

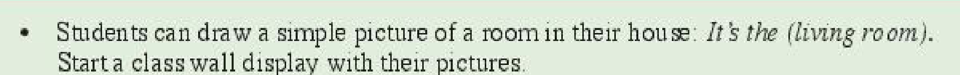
Narrator:	*One*
Boy 1:	*Where's the brother?*
Boy 2:	*He's in the bedroom.*
Narrator:	*Two*
Boy 1:	*Where's the grandmother?*
Boy 2:	*She's in the bathroom.*
Narrator:	*Three*
Boy 1:	*Where's the sister?*
Boy 2:	*She's in the living room.*
Narrator:	*Four*
Boy 1:	*Where's the father?*
Boy 2:	*He's in the kitchen.*
Narrator:	*Five*
Boy 1:	*Where's the mother?*
Boy 2:	*She's in the kitchen.*
Narrator:	*Six*
Boy 1:	*Where's the grandfather?*
Boy 2:	*He's in the garden.*

Unit 7

Extra practice

- ❑ Put students into pairs and tell them to take turns to ask and answer about each of the people in the picture. For example, *Where's the mother? Where's the boy?* Ask them to continue until they have each asked about each person at least once.
- ❑ Go around to monitor, help and encourage as needed.
- ❑ Invite a confident pair to do the activity for the class.

Fast finishers



- Students can draw a simple picture of a room in their house: *It's the (living room).* Start a class wall display with their pictures.
- If students do not have time to complete the task in class, they can do it at home and bring it to the next lesson.

3 [CD 1.47 and 1.48] Sing

1. Tell students that they are going to learn and sing a new song.
2. Say *Listen*. Play the CD. Hold your book up and point to the rooms in the picture in Exercise 2 as they are mentioned in the song.
3. Play the CD again and ask students to point to the pictures in the same way.
4. Play the song again and ask the class to sing along with you.
5. When students are confident, play the version of the song without words and encourage students to sing along.

Audioscript

Where's Younis?
Where's Younis?
He's in the bedroom.
Can you see?

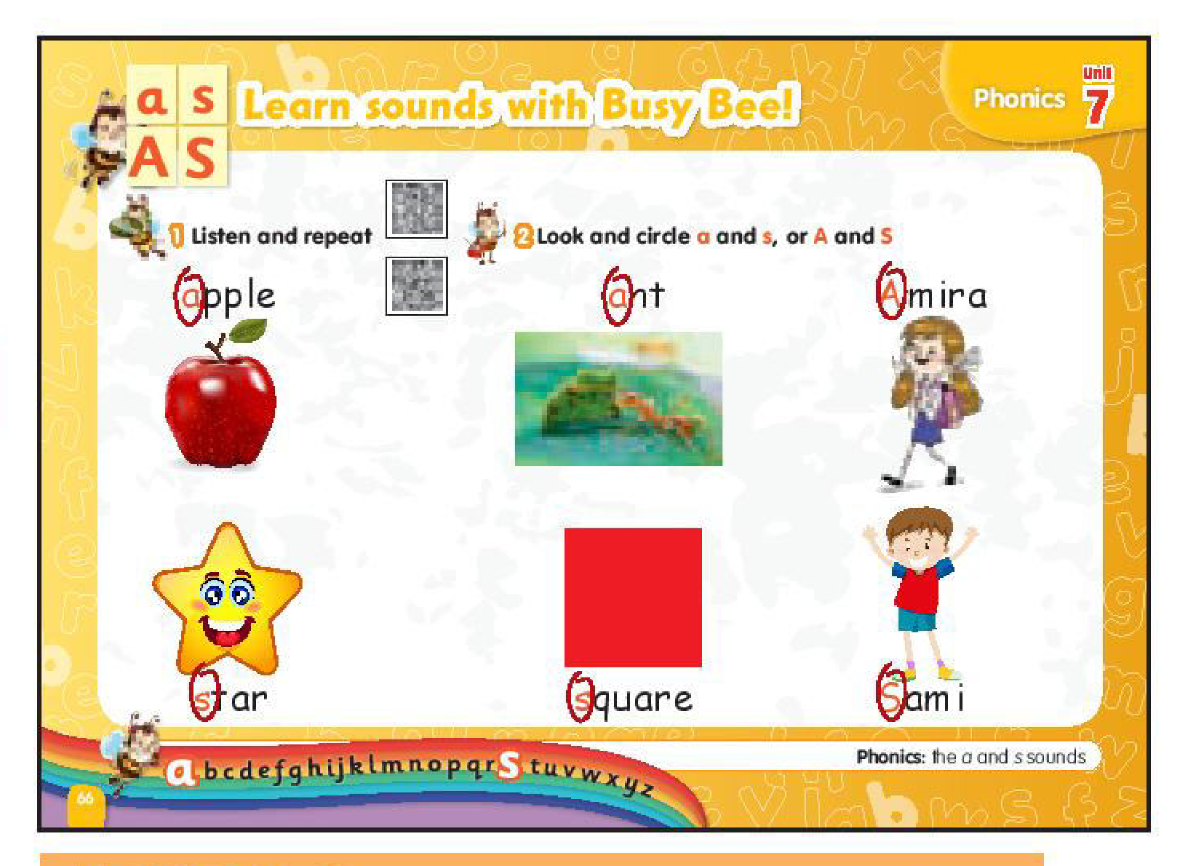
Where's Lina?
Where's Lina?
She's in the living room.
Can you see?

Practice game

Play *Point to it* (Games Bank, page 95) with the pictures of rooms.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we learn today?* Encourage students to say the names of rooms in a house.
- Say *We can say where people are.*
- Say *Next we will learn about the /æ/ and /s/ sounds.*



LESSON 2 page 66

Objectives:	To recognize and produce the letter sounds /æ/ and /s/ To find words with the /æ/ and /s/ sounds To trace and copy the letters *a, s, A,* and *S*
Vocabulary:	*apple, ant, arrow, star, square, sun*
Materials:	Student's Book, pages 66 and 67 Class CD Pictures from a magazine of the rooms of a house, or pictures of rooms drawn in the last lesson as the *Fast finishers* activity: bathroom, bedroom, garden, kitchen, living room Modeling clay for the *Fast finishers* activity

Opener

- Revise the rooms of a house using the pictures from a magazine.
- Play *Go to the word* (Games Bank, page 94) to practice them further.





Presentation

1 Draw a picture of an apple on the board and ask *What's this?* Teach *apple*.
2 Write the letter *a/A* on the board.
3 Point at the letter and say /æ/. Students repeat the sound /æ/ with you.
4 Point at the apple again and elicit *apple*.
5 Write *apple* on the board and circle the *a*. Point to the letter and then the apple quickly, saying /æ/ *apple*. Ask the students to repeat.
6 Repeat steps 1-5 with the capital letter *A* and the picture of *Amira*.
7 Draw a picture of a star on the board and ask *What's this?* Teach *star*.
8 Write the letter *s* on the board.
9 Point at the letter and say /s/. Students repeat the sound /s/ with you.
10 Point at the star again and elicit *star*.
11 Write *star* on the board and circle the *s*. Point to the letter and star, saying /s/ *star*. Ask the students to repeat.
12 Repeat steps 7-11 with the capital letter *S* and the picture of *Samy*.

1 [CD 1.49] Listen and repeat

1 Help students to find page 66.
2 Point to the picture of the apple and ask *What's this?* Students say *apple*.
3 Then point to the letter *a* on the page and say the sound /æ/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Repeat with the /s/ sound and *star*.

Audioscript

apple, /æ/
apple
/æ/

star, /s/
star
/s/

2 Look and circle a and s, or A and S

1 Look at the pictures with the class and identify the items and persons in the pictures: *What/Who can you see? (apple, ant, Amira, star, square, Samy)*. Say the words together with the class.
2 Point to the apple. Say the word *apple*. Say /æ/ *apple*. Point to the *a* and show the students how to draw a circle around it.
3 Point to the star. Say the word *star*. Say /s/ *star*. Ask the students to draw a circle around *s*.
4 Point to the ant. Say the word *ant*. Say /æ/ *ant*. Point to the *a* and show the students how to draw a circle around it.
5 Repeat the procedure for the other words on the page.
6 Draw students' attention to the capital letter A in Amira. Explain that the names of people start with capital letters. Write your name on the board as an example. Circle the capital letter. Alternatively, you could choose one of the student's names that start with a letter from the unit. Write the name on the board. Circle the first letter. Ask: *Why do you think it is capital?* Encourage students to guess and praise correct answers.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word. This activity can be continued by students in small groups.

LESSON 2 page 67

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.

Unit 7

2 Model the letter formation for the letter *a*. Say the sound /æ/. With your back to the class, write a large letter *a* in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Plane Line, go around and down to the Grass Line, go up and around to the Plane Line and straight down to the Grass Line.*
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Then demonstrate with one student how to write the letter on another person's back, and then ask students to do this in pairs.
5 Model correct way to write the letter on the board.
6 Repeat steps 2-5 with the capital letter *A* and *Amira*.
7 Help the students to find page 67.
8 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
9 Ask students to trace over the dotted letter *a* and *A* in their book with a finger first.
10 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
11 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows.
12 Read the three words on the left of the page to students. Ask them to trace the letter *a* or *A* for each word.
13 Repeat steps 2-12 for the letters s and capital S and the three words on the right-hand side of the page. For the Sky Writing, say *Start near the Plane Line, go up and around to the Plane Line, go across, around and down to the Grass Line, go up and around a little.*



Fast finishers

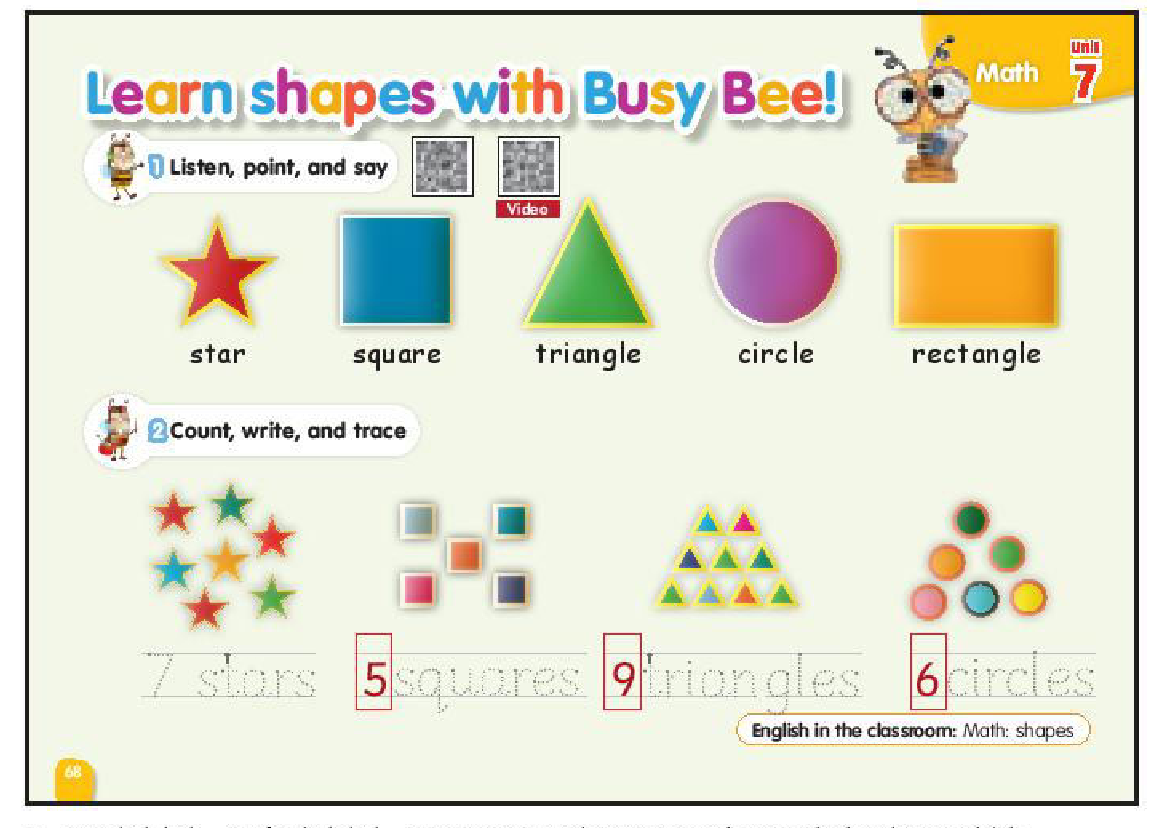
- Give students some modeling clay and ask them to make the shapes of *s, S* and *a, A*. They can also make the shapes of other known letters as revision.

Practice game

1 Put students into groups. Give each group a large piece of paper.
2 Say *Listen and write*.
3 Say a sound for which students have learned the letter (/æ/, /b/, /k/, /d/, /f/, /g/, /h/, /m/, /ɒ/, /p/, /r/, /s/ and /t/ are known sounds). Ask students to work together to draw the correct letter on the paper. Remind students to take turns and help each other.
4 Ask students to hold up their letter to show you. Correct any mistakes.
5 Repeat with other known letters.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw the letter *a/A* on the board. Point to it and elicit the sound.



- Say /æ/, /æ/,... *apple*. /æ/, /æ/,...? Encourage students to say other words they know which start with the /æ/ sound.
- Repeat with the other letters.
- Say *Next we will learn about shapes.*

LESSON 3 page 68

Objectives:	To learn about shapes To draw a picture of your home To assess your own learning
Life skills:	Creative thinking
Values:	Love of home
Issues:	Loyalty and belonging
Vocabulary:	*circle, rectangle, square, star, triangle*
Materials:	Student's Book, pages 68 and 69 Class CD Paper Coloring pencils or crayons Modeling clay for the *Fast finishers* activity





Opener

- Play *Guess the picture* (Games Bank, page 94) with the rooms of a house. Start to draw one of the rooms, e.g. *a kitchen*. Students guess which room it is. After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next room.

Presentation

1 Draw a five-pointed star on the board and ask *What's this?* Elicit *star*.
2 Draw a triangle on the board and ask *What's this?* Teach *triangle* (this word is only known as a musical instrument before this lesson).
3 Continue with *square, circle* and *rectangle*. Make sure that the students notice that the rectangle has two long sides and two short sides.
4 Point to each shape and say the word. Ask the students to repeat.
5 Say *Let's count the sides*. Count the sides of each shape with the class (three sides for a triangle, four sides for a square and a rectangle, one side for a circle, ten sides for a five-pointed star).
6 Hold up or point to something in the classroom which is square. This could be a piece of paper or a book, for example. Ask *What shape is it?* Elicit the shape (square). Repeat with other shapes.

1 [CD 1.50] Listen, point, and say

1 Help students to find page 68.
2 Ask students to look at the five shapes in Exercise 1.
3 Point to each shape and say *What is it?* Elicit the names of the shapes.
4 Say *Let's listen*. Ask students to point to the shape that they hear.
5 Play the first word on the CD.
6 Ask students to point to the correct shape and to hold up their books to show you. Check that they are all pointing to the star.
7 Repeat for the other shapes.
8 Play the CD again, word by word and ask students to point to the picture and repeat each word.

Audioscript

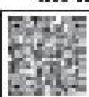
star   *square*   *triangle*   *circle*   *rectangle*

Extra practice

- Put students into pairs. Ask them to point to each picture and tell their partner the word.

2 Count, write, and trace

1 Hold up your book and point to Exercise 2.
2 Point to each of the groups of items and ask *What are they?* to elicit the names of the shapes.
3 Ask students to trace the names of the shapes.
4 Say *Count the stars*.
5 Ask students to trace 7 as an example.
6 When they are confident about the task, ask them to count each group of shapes and write the numbers in the same way.


Digital link: A video about shapes can be accessed by scanning this QR code.

LESSON 3   page 69

1 Look and draw

1 Hold up your book and point to Exercise 1.
2 Point to the photo. Say *What's this?* Elicit that it is a house.
3 Ask students to identify any colors in the picture that they know in English.
4 Make sure that every student has paper and coloring pencils or crayons.
5 Ask them to draw their home carefully on the paper. Remind students to be polite to each other as they work and to say *please* and *thank you* if they want their friends to pass them things.
6 Go around the room and ask students questions about the colors and shapes in their pictures as they work.

Unit 7

Fast finishers



- Give modeling clay to students and ask them to make a circle, a square, a rectangle, a triangle and a star. They can work in pairs or groups to do this.

2 Point and say

1 Ask the students to work in pairs.
2 They should show their picture to their partner and say *This is my home*.
3 Encourage them to talk about the colors and shapes in their pictures too. For example, *It's a rectangle. It's red.*

3 Look and draw

1 Hold up your book. Make sure each student has some coloring pencils or crayons.
2 Point to the rooms. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should draw a smile and color the face.
3 Draw the letters *a* and *s* on the board. Point to the apple in the book. Ask *What is it?* to elicit *apple*.
4 Ask students to point to *a/A* or *s/S* on the board. Which is the correct letter for this word?
5 Point to the star. Ask *What is it?* to elicit *star*. Ask students to point to the correct letter on the board.
6 With your back to the class, write a large letter *a* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *s*.
7 Repeat steps 4-6 with the capital letters A and S.
8 Ask your students to draw a smile and color the face next to the *phonics* if they know these letters and sounds.
9 Point to the shapes. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should draw a smile and color the face.
10 Point to the *Issues* photo. Ask students *what's this?* Elicit *Home*. Discuss the importance of loyalty and belonging. Ask students to draw a smile onto the face next to the photo and then color it.

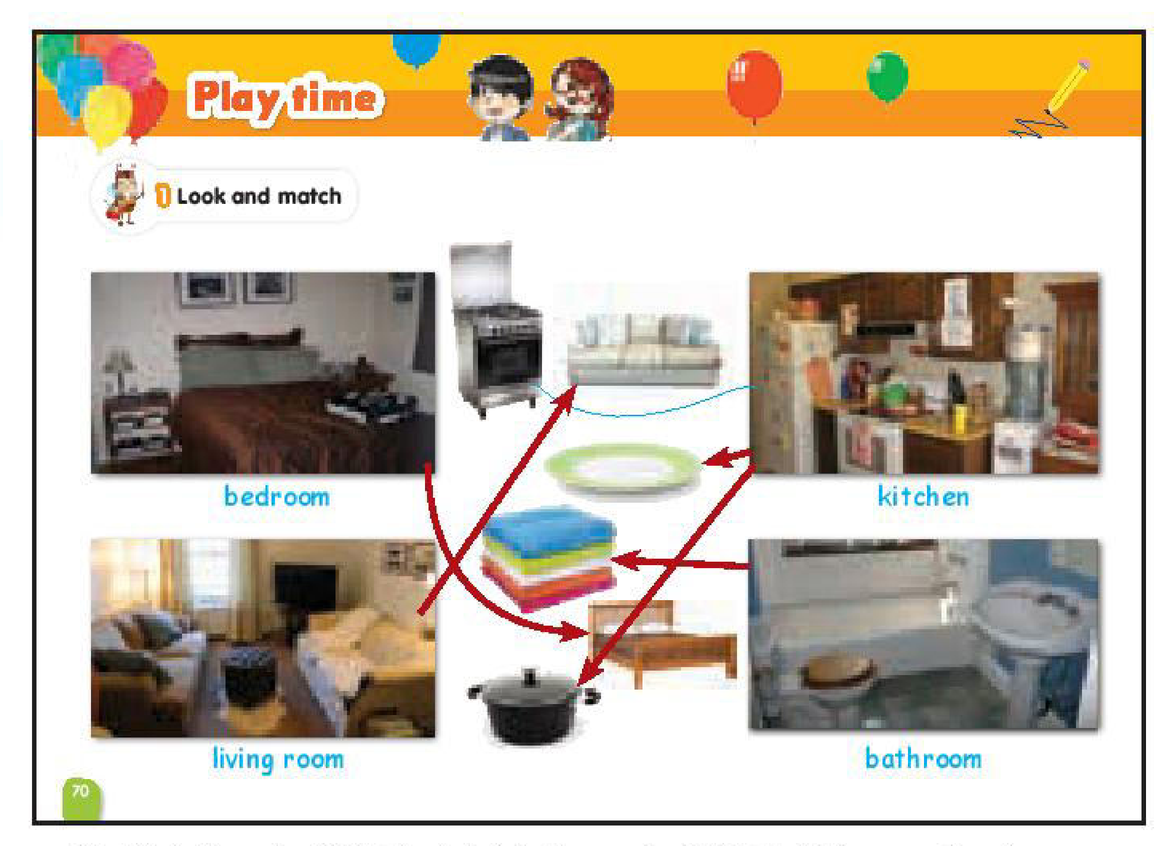
Practice game

- Play a version of *Color spot* (Games Bank, page 94), using shapes instead of colors.

1 Say *Find a (rectangle)*.
2 Students find and point to something rectangular in the classroom. It does not matter if they do not know the vocabulary as long as the shape is correct.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask What did we learn today? Encourage students to name the shapes.



- Ask What did we draw? Point to students' pictures and ask What is it? Encourage them to answer a house.
- Say Next we will learn about Egypt.
- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.

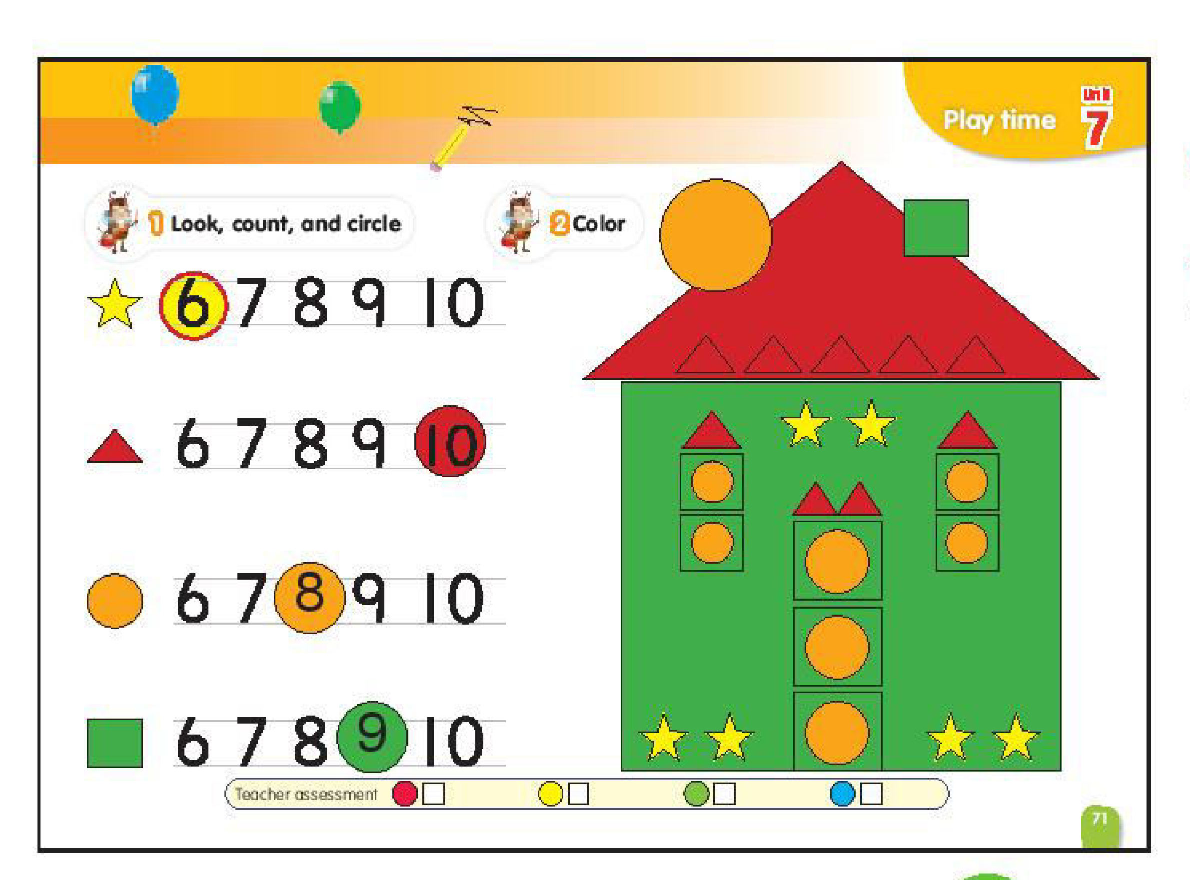
PLAY TIME page 70

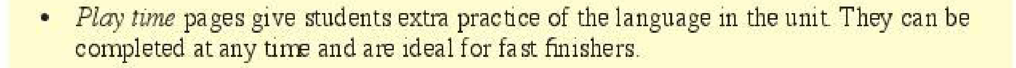
- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

1 Remind students about the rooms in a house. You can ask them to look at pages 62 and 63 for help if they cannot remember. Ask them to tell you the rooms in their house.
2 Tell students to look at the photos in the middle of the page and to draw a line from each object to the room where the object usually is in the house.








PLAY TIME page 71

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, count, and circle

1 Remind students of the shapes. You can ask them to look at page 66 for help if they cannot remember.
2 Tell students to look carefully at the shapes and numbers on the left.
3 Ask them to find the shapes in the picture of the house and to circle the correct number. Explain that some shapes are big and some are small.

2 Color

1 When students have finished counting and circling, ask them to color the house carefully.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 8

LESSON 1 page 72

Objectives: To identify vocabulary for ancient Egyptian items in a picture
To use adjectives

Issues: Citizenship: Loyalty and belonging

Vocabulary: *camel, key, king, queen, pyramids, Sphinx, stones*

Language: *The (camel) is (big).*

Materials: Student's Book, pages 72 and 73
Class CD
Pictures from a magazine of the traditional Egyptian items: camel, key, king, queen, pyramids, Sphinx, stones
Paper and colored pencils or crayons for the *Fast finishers* activity

Opener

- Play a version of *Color spot* (Games bank, page 94), using shapes instead of colors, to revise shapes.

Presentation

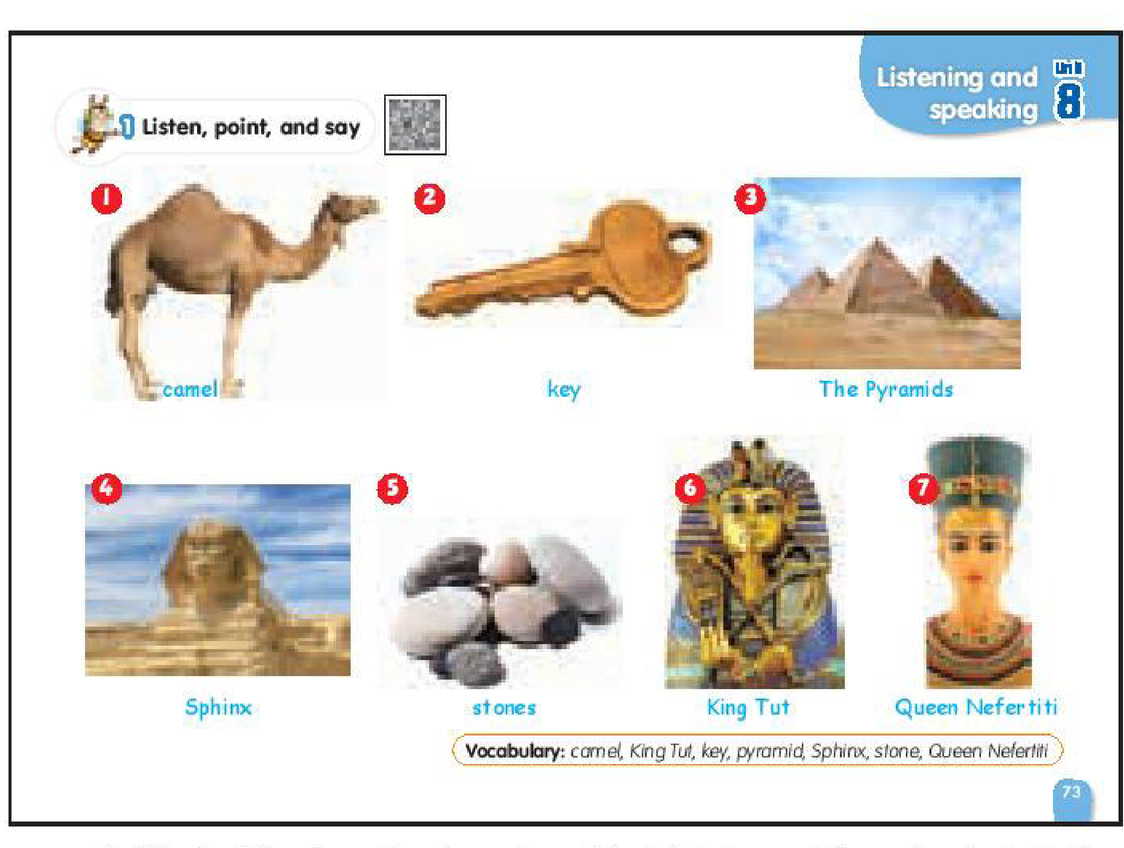
1 Draw on the board to help tell a story and introduce the new vocabulary. First draw your house. Say *It's my house. Today I'm going on an adventure.*
2 Mime walking, picking up a bag and opening the front door. Say *I close the door. I use my key. I lock the door.*
3 Mime turning a key and say *key*. Ask students to repeat the word.
4 Say *I'm going to Giza. I'm going to the pyramids.* Draw some large pyramids on the board. Say *pyramids*. Ask students to repeat the word.
5 Hold your arms out. Say *The pyramids are big!*
6 Say *The pyramids are made of stones. Let's count the stones. 1, 2, 3, 4...oh too many! The stones in the pyramid are big.* Draw some of the stones making up one of the pyramids.
7 Say *The pyramids were for kings and queens. Oh, look! It's the Sphinx! The Sphinx is big too.* Draw the Sphinx on the board. Say *Sphinx*. Ask students to repeat the word.
8 Draw a camel. *Say Look! There's a camel. Let's go on a camel.* Mime riding on a camel. Encourage students to join in. Say *camel*. Ask students to repeat the word.
9 Yawn and say *I'm tired. I'm going home. Goodbye!* Mime walking towards home.
10 Put pictures of the new words on the board. Then point to each picture in turn and ask *What's this?* Students say the words. Vary the order you point to the pictures.
11 Ask individual students to come to the front of the class. Point to a picture on the board, say *(Ali), what's this?* Help the student to say the word.



12 Ask students to work in groups or in pairs to ask and answer these questions using the pictures. Tell students to listen carefully to their friends and not to interrupt each other.
13 Play *Go to the word* (Games Bank, page 94) to practice the words again.

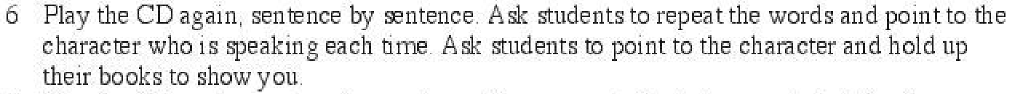
1 [CD 1.51] Look, listen, and repeat

1 Help students to find page 72.
2 Ask *What can you see?* Encourage all correct answers, including colors, shapes and known vocabulary.
3 Ask *Who can you see in the picture? (Hany, a tourist and Hana).* Introduce the word *tourist*. Explain that the person next to Hany is a tourist. He is visiting Egypt from another country. Ask your students where they might see tourists (in cities, at famous landmarks, near the beach, in shops, etc). Ask *Does the tourist speak Arabic?* (maybe not). Explain that it is important to be polite to tourists and to help them if they need help, for example if they are lost. Explain that Egypt has lots of important places which tourists want to visit, so there are often lots of tourists in Egypt.
4 Point to a pyramid and ask *What's this?* Elicit *pyramid*. Repeat with *ant, camel, king* and *queen*.
5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.



6 Play the CD again, sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
7 Play the CD again, sentence by sentence. Encourage students to repeat what they hear.

Audioscript



Hany: *The camel is big. The ant is small.*
Boy 1: *I can see a king and a queen.*
Hana: *Look! The pyramid is big. The stone is small.*

Extra practice

- Ask the students to make a collage of Egyptian items. Give each group a selection of magazines and travel brochures. Ask students to cut out pictures of pyramids, stones, kings, queens, camels, etc. and stick them onto paper. Go around the classroom as they work and ask questions, such as *What is it? Is it big? What color is it?*

LESSON 1 page 73

1  [CD 1.52] Listen, point, and say

1 Hold up your book and point to page 73, Exercise 1.
2 Use the pictures to elicit the names of the items. Ask *What's this? (camel, key, pyramids, Sphinx, stones, King Tut* and *Queen Nefertiti).*
3 Say *Listen and point*. Play the recording, pausing after each word for students to choose and point to the item they hear.
4 Ask students to hold up their books and show you each item when they point to it.
5 Play the CD again and ask the students to repeat the words.

Audioscript

camel
key
The Pyramids
Sphinx
stones
King Tut
Queen Nefertiti

Extra practice

- Point at the pictures. Ask *What is big?* Elicit that the pyramids, Sphinx and camel are big.
- Write *big* on one side of the board. Write *small* on the other side of the board.
- Stick the pictures of the pyramids, Sphinx and camel on the big side of the board.
- Ask *What is small?* Elicit that the key and stones are small.
- Stick the pictures of the key and stones on the *small* side of the board.
- Point to the Sphinx. Help students to say *The Sphinx is big.*
- Point to the key. Help students to say *The key is small.*
- Continue in the same way, pointing at each of the pictures and helping students to make the sentences. As students get more confident, point to each picture more quickly.



Fast finishers

- Students can draw a simple picture of one big and one small object, animal or person. They can show the picture to another student and say *The (elephant) is big. The (ant) is small.* Start a class wall display with their pictures.
- If students do not have time to complete this task in class, they can do it at home and bring it to the next lesson.

Unit 8

Practice game

Play *Guess the picture* (Games Bank, page 94) with the new vocabulary.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can talk about Egyptian things. What did we learn today?* Encourage students to name the items.
- Say *We can find big and small things. What's big?* Encourage students to point something big in the classroom, for example the board or the door. Ask *What's small?* Encourage students to point something small in the classroom, for example a pencil or a sharpener.
- Say *Next we will learn the sounds /k/ and /kw/.*
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Say *big or small?* Encourage students to hold out their arms to indicate something big, or show something small between their fingers. Students can work individually, in pairs or in small groups to do this. Each student only needs to do one mime before they leave.

LESSON 2 page 74

Objectives: To recognize and produce the letter sounds /k/ and /kw/
To find words with the /k/ and /kw/ sounds
To trace and copy the letter *k, q, K, and Q*

Vocabulary: *key, kite, King Tut, quiet, Queen Nefertiti*

Materials: Student's Book, pages 74 and 75
Class CD
Pictures from a magazine of the traditional Egyptian items, or the pictures by fast finishers from the previous lesson: camel, key, king, queen, pyramids, Sphinx, stones
Paper for the *Fast finishers* activity

Opener

- Play *Point to the picture* (Games Bank, page 95) to revise the words for ancient Egyptian items.

Presentation

1 Put the picture of the key on the board and ask *What's this?* Elicit *key.*
2 Write the letter *k/K* on the board.
3 Point at the letter and say /k/. Students repeat the sound /k/ with you.
4 Point at the key again and elicit *key.*



5 Write *key* on the board and circle the letter *k.* Point to the letter and then the key quickly, saying /k/ *key.* Ask students to repeat.
6 Repeat steps 3-5 with the capital letter K and *King Tut.* Explain to students that the names of people start with capital letters.
7 Put the picture of *quiet* on the board and ask *What's this?* Elicit *quiet.*
8 Write the letter *q/Q* on the board.
9 Point at the letter and say /kw/. Students repeat the sound /kw/ with you.
10 Point at *quiet* again and elicit *quiet.*
11 Write *quiet* on the board and circle the letter *q.* Point to the letter and *quiet,* saying /kw/ *quiet.* Ask students to repeat.
12 Repeat steps 7-11 with the capital letter Q and *Queen Nefertiti.* Point out that this is the name of a queen, so it is capitalized. Write *Queen Nefertiti* on the board and ask one student to come and circle the capital letter Q. Ask students to point to the capital letter Q in their books and circle it. Go around to check and provide help.

1 [CD 1.53] Look, listen, and repeat

1 Help students to find page 74.
2 Point to the picture of the king and ask *What's this?* Students say *King Tut.*





3 Then point to the letter k on the page and say the sound /k/. Students repeat after you. Practice this several times.
4 Say *Listen* and play the CD, encouraging students to repeat the word and sound.
5 Repeat with the /kw/ sound and *Queen Nefertiti*.

Audioscript

key, /k/	*quiet, /qu/*
key	*quiet*
/k/	*/qu/*

2 Look and circle k and q, or K and Q

1 Look at the pictures with the class and identify the items and persons in the pictures: *What/ Who can you see? (key, kite, King Tut, Queen Nefertiti, quiet).* Say the words together with the class.
2 Point to the king. Say the word *King*. Say */k/ King*. Point to the *k* and show students how to draw a circle around it.
3 Point to the picture of *quiet*. Say the word *quiet*. Say */kw/ quiet*. Ask students to draw a circle around *q*.
4 Point to the key. Say the word *key*. Say */k/ key*. Point to the *k* and show students how to draw a circle around it.
5 Repeat for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word. Students can also practice this in pairs or small groups.

LESSON 2 page 75

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *k*. Say the sound /k/. With your back to the class, write a large letter *k* in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Plane Line and go straight down to the Grass Line. Pick up your pencil and start from between the Plane Line and the Grass Line. Go up and across to the Plane Line. Pick up your pencil and start from between the Plane Line and the Grass Line again. Go down and across to the Grass Line.*
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Repeat steps 2-4 with the capital letter K.
6 Help students to find page 75.
7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
8 Ask students to trace over the dotted letter *k* and *K* in their book with a finger first.
9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.
11 Read the three words on the left of the page to students. Ask them to trace the letters *k* and capital *K* for each word.
12 Repeat steps 2-11 for the letters *q* and capital *Q* and the two words on the right-hand side of the page. For the Sky Writing, say *Start at the Plane Line, go around and down to the Grass Line, go up and around to the Plane Line. Go straight down to the Worm Line.*

Unit 8



Fast finishers

- Students can make a *k* or *q* poster to be displayed on the wall. They write and decorate a large *k* or *q* on the page and draw a picture to match the initial letter sound (*king*, *kite*, *key*, *queen*, *quiet*). If they know any other simple words that start with *k* or *q*, they can draw these.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

Play *Circle it* (Games Bank, page 94).

1 Draw some letters students know from the Student's Book on the board and the letter *k*.
2 Ask for a student to come to the board and circle the letter sound /*k*/.
3 Write some new shapes and the letter *q*, and ask another student to circle the letter sound /*kw*/.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *k*/*K* on the board. Point to it and elicit the sound.
- Say /*k*/, /*k*/, ... *key*. /*k*/, /*k*/, ...? Encourage students to say other words they know which start with the /*k*/ sound. Check that these are words with the letter *k*, rather than c, and explain that there are two letters with the same sound if necessary, but praise all answers with the correct sound.
- Repeat with the letter *q*/*Q*.
- Say *Next we will learn about big and small.*

LESSON 3 page 76

Objectives: To compare the size of big and small objects
To recognize different places in Egypt
To say where you live

Issues: Citizenship: Loyalty and belonging

Life skills: Respect for diversity - Critical thinking: Creating relationships

Vocabulary: *big, small, Port Said, Luxor, Aswan, Alexandria, Cairo*

Language: *It's big. It's small.*
I live in (Aswan).



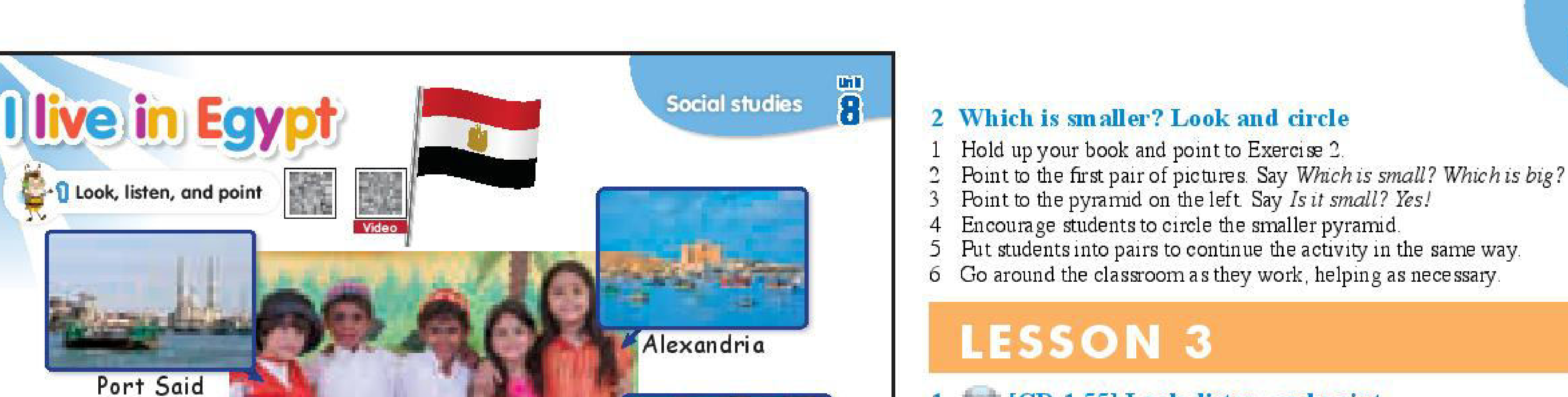
Materials: Student's Book, pages 76 and 77
Class CD
Pictures from a magazine of the traditional Egyptian items or pictures of these items by the fast finishers in lesson 1: camel, key, king, queen, pyramids, Sphinx, stones
Optional: map of Egypt

Opener

- Play *Go to the picture* (Games Bank, page 94) with the traditional Egyptian items.

1 [CD 1.54] Listen, point, and say

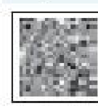
1 Hold up a pencil. Say *Is it big?* Elicit *No*. Point to the board. Say *Is it big?* Elicit *Yes*. Point to a table. Say *Is it small?* Elicit *No*. Continue with a variety of small and big classroom objects.
2 Help students to find page 76.
3 Ask students to look at the picture in Exercise 1. Say *What is it?* Say *It 's a cup*. Ask students to repeat the word.



4 Say *What color is it?* Elicit *red*.
5 Say *Listen and point*.
6 Play the CD sentence by sentence. After each sentence, point to the correct cup in the picture and check that the students are pointing to the correct cup too.
7 Play the CD again, sentence by sentence and ask the students to point to the picture and repeat each sentence.

Audioscript

Girl 1: *Look! It's big.*
Boy 1: *Look! It's small.*



Digital link: A video with more information about big and small can be accessed by scanning this QR code.

Extra practice

❑ Put students into pairs. Ask them to point to each picture and tell their partner the sentence *(It's (big). It's (small).)*.

2 Which is smaller? Look and circle

1 Hold up your book and point to Exercise 2.
2 Point to the first pair of pictures. Say *Which is small? Which is big?*
3 Point to the pyramid on the left. Say *Is it small? Yes!*
4 Encourage students to circle the smaller pyramid.
5 Put students into pairs to continue the activity in the same way.
6 Go around the classroom as they work, helping as necessary.

LESSON 3 page 77

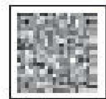
1 [CD 1.55] Look, listen, and point

1 If you have a map of Egypt available in your classroom, show it to the class.
2 Ask them to find the sea and the land. Help them to do this. Ask them to find the Nile. Say *Well done!*
3 Hold up your book and point to Exercise 1, Page 77.
4 Point to the first picture. Say *Port Said*. Ask students to repeat.
5 Ask students about the photo of Port Said. *What can you see? What do you know about the city? Is it near the sea? Is it a big city?* If you have a map, help the students to find Port Said.
6 Point to the second picture. Say *Luxor*. Ask students to repeat.
7 Ask students about the photo of Luxor. *What can they see? What do they know about the city?* If you have a map, help students to find Luxor.
8 Continue in the same way for the other pictures.
9 Say *Listen and point*.
10 Play the CD. After the first sentence, stop the CD and check that students are pointing to Port Said.
11 Repeat the procedure for the rest of the pictures.
12 Ask students to hold up their books and show you each picture when they point to it.
13 Play the CD again and ask students to repeat the sentences.

Audioscript

Narrator: *1*
Boy 1: *Hello! I'm Zein. I live in Port Said.*
Narrator: *2*
Boy 2: *Hello! I'm Younis. I live in Luxor.*
Narrator: *3*
Boy 1: *Hello. What's your name?*
Boy 3: *I'm Adam. I live in Aswan.*
Narrator: *4*
Girl 1: *Hello. I'm Mariam. I live in Cairo.*
Narrator: *5*
Girl 1: *Hello. What's your name?*
Girl 2: *I'm Reem. I live in Alexandria.*

Unit 8



Digital link: A video about different places in Egypt can be accessed by scanning this QR code.

Fast finishers



- Students can draw a picture of their city or village to be displayed on the wall. Encourage them to hold up their pictures and say *I live in (city/village name).*
- If students do not have time to do this task during the lesson, they can do it at home and bring it to the next lesson.
- If you have a display board for phonics posters, add the students' poster to it.

2 Look and say

1 Point to the photos in Exercise 1. Say *Where do you live?*
2 Help students to form the sentence *I live in* (*city/village name*). Practice as a class, then use calling sticks to choose individual students to answer the question.
3 Put students into small groups to ask and answer the question. Go around the classroom as they work, monitoring and helping as necessary.

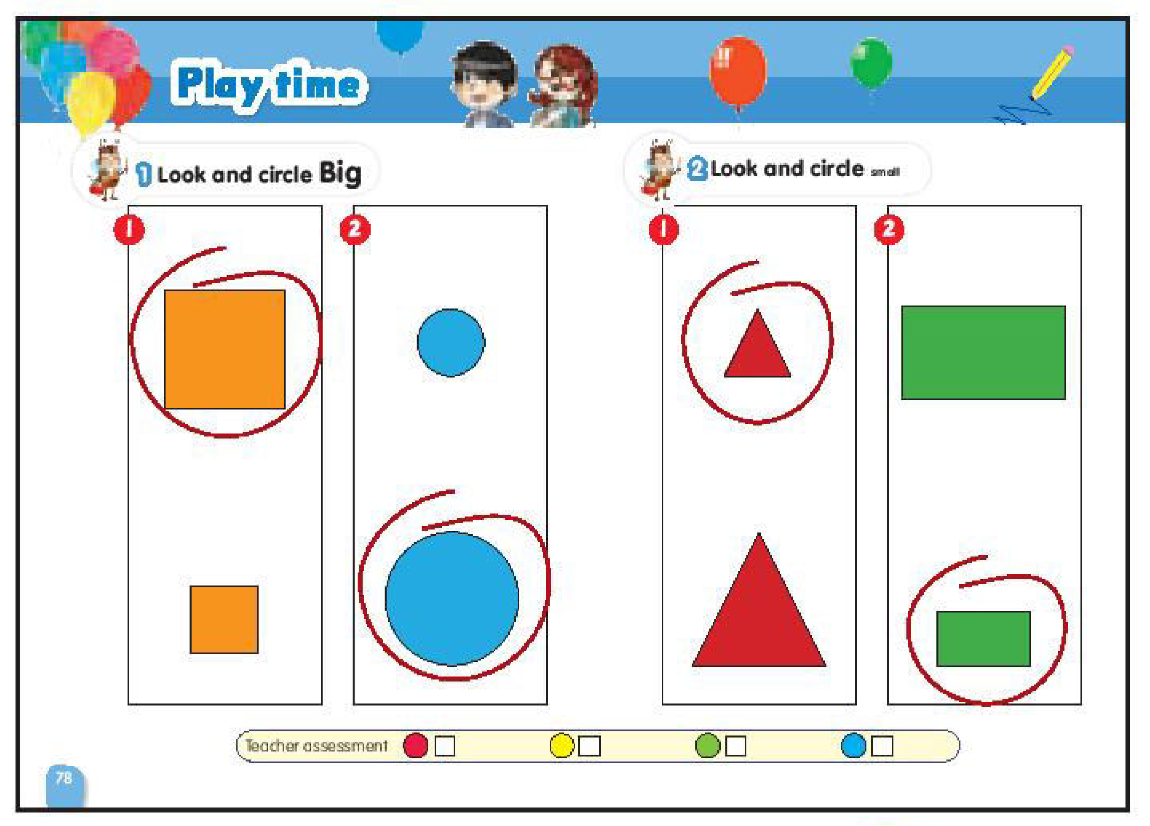
Practice game

Play *Point to the picture* (Games Bank, page 95) with the new vocabulary.

1 Display the pictures for *camel*, *key*, *King Tut*, *Queen Nefertiti*, *pyramids*, *Sphinx* and *stones* on the board.
2 Say one of the words, e.g. *queen* and students put up their hands to volunteer.
3 Choose a student to come to the board and point to the picture of the queen.
4 The student says the next word and chooses someone to come and point to the correct picture.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can find big and small things*. Ask *What's big? What's small?* Encourage students to show you some big and small items in the classroom.
- Say *We talked about different places in Egypt.*
  We learned about different people.
- Say *Next we will learn about actions.*
- If students are leaving the classroom at the end of the lesson, you can stand near the door and set an extra mini-challenge as they leave. Say *big or small?* Encourage students to hold out their arms to indicate something big, or show something small between their fingers. Students can work individually, in pairs or in small groups to do this. Each student only needs to do one mime before they leave.



PLAY TIME 



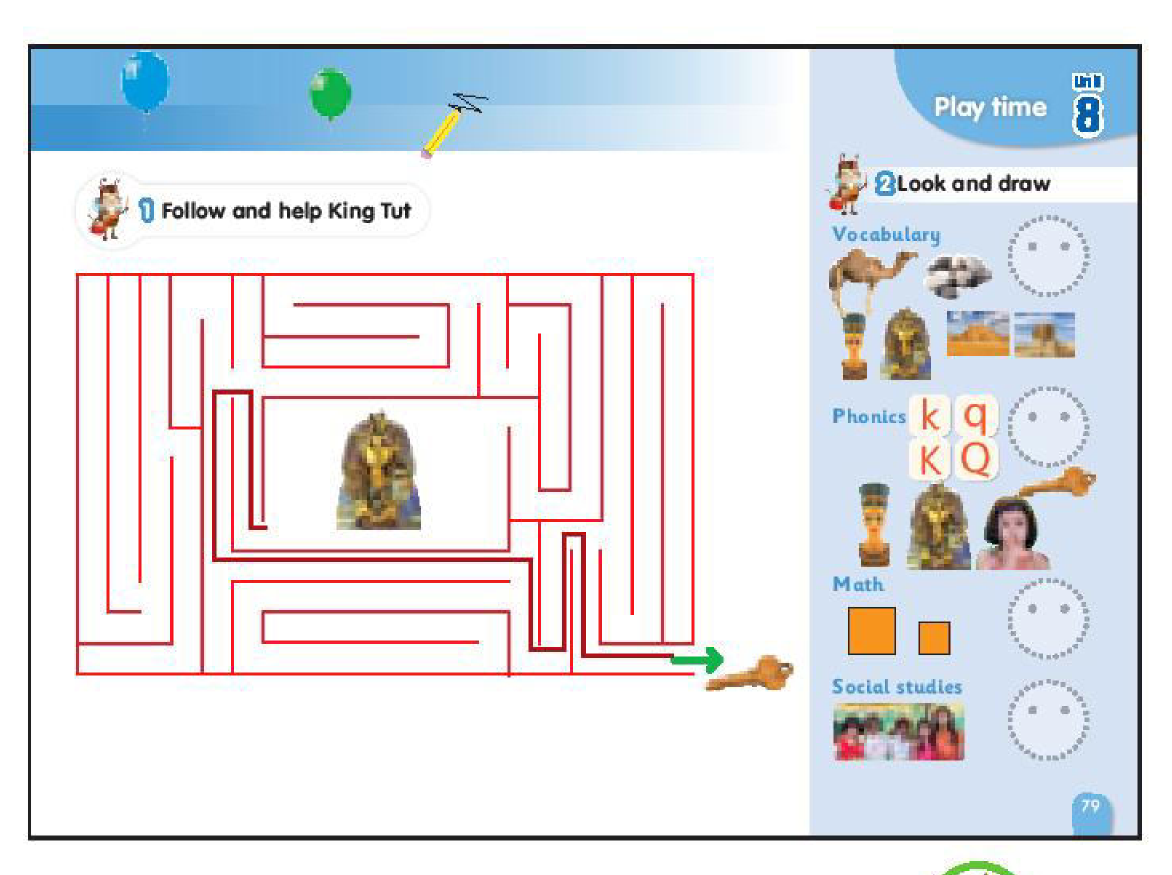
- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

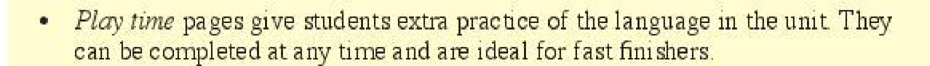
1 Look and circle Big

1 Remind students of the difference between big and small. You can ask them to look at page 74 for help if they cannot remember.
2 Tell students to look carefully at each pair of shapes and to circle the bigger one in each case.
3 Ask them to name each of the shapes.

2 Look and circle small

1 Tell students to look at each pair of shapes and to circle the smaller one in each case.
2 Ask them to name each of the shapes.





PLAY TIME page 79

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Follow and help king Tut

1 Tell students that the king needs help to get out of the maze to reach the key.
2 Ask them to find a way out, without crossing any red lines. They can use their fingers to trace the line first and then draw the line with a pencil.

2 Look and draw

1 Hold up your book. Make sure each student has some coloring pencils or crayons.
2 Point to the traditional Egyptian items. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should draw a smile and color  the face.
3 Draw the letters *k/K* and *q/Q* on the board. Point to the key in the book. Ask *What is it?* to elicit *key*. Ask students to point to *k* or *q* on the board. Which is the correct letter for this word?
4 Point to the picture of the girl signaling *quiet*. Ask *What is it?* to elicit *quiet*. Ask students to point to the correct letter on the board.
5 With your back to the class, write a large letter *k* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *q*.
6 Repeat steps 3-5 with the capital letters *K* and *Q*.
7 Ask your students to draw a smile and color the face next to the *phonics* if they know these letters and sounds.
8 Point to the big and small squares. Say *It's big. It's small.* Ask *What's big in the classroom?* Encourage students to point and tell you about big things they can see, for example the door or the board. Ask *What's small in the classroom?* Encourage students to point and tell you about the small things they can see, for example a pencil or a sharpener. Tell the students to draw a smile and color the face if they understand the difference between big and small.
9 Point to the Social Studies photo. Say *Where do you live?* Help students to answer *I live in (city/village name).*
10 Show the *Social Studies* photo again. Point out that all the children look different. They have different clothes and different hair and skin colors. They come from different parts of Egypt. Explain that there are many different people in Egypt. Say *We are all Egyptian!*
11 Ask students to draw a smile and color the face if they understand that there are many different places and people in Egypt.
12 Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 9

LESSON 1 page 80

Objectives: To talk about ability
To describe actions
To review numbers 1-10

Life skills: Communication: Self-expression

Issues: Environmental responsibility

Vocabulary: *dig, jump, kick, skip, swim, throw*

Language: *I can (jump).*

Materials: Student's Book, pages 80 and 81
Class CD

Opener

- Play *Teacher says* (Games Bank, page 96) to revise instructions (stand up, sit down, open your book, close your book, touch your mouth, etc.) and body parts.

Presentation

1 If you have space, tell students to find a space in the room and to watch you carefully. Present the new vocabulary by demonstrating each action, for example, pretend to dig on the spot, and say *dig*. Students repeat the word several times chorally, in groups and then individually. Then they pretend to dig and say *dig*.
2 Repeat for *jump, kick, skip, swim* and *throw*.
3 Do an action and ask *What's this?* Encourage students to say the words. Vary the order you do the actions.

1 [CD 1.56] Look, listen, and repeat

1 Hold up your Student's Book, open at pages 80-81, and say *Open your books*.
2 Ask the students to look at the pictures and name any characters they recognize (*Amira, Youssef, Hany, Hana, three friends and one adult*).
3 Ask students where the children are in the picture (at the beach).
4 Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Encourage students to use simple words and mime. Praise all correct answers.
5 Cup your hand behind your ear and say *Listen*.
6 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.



7 Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

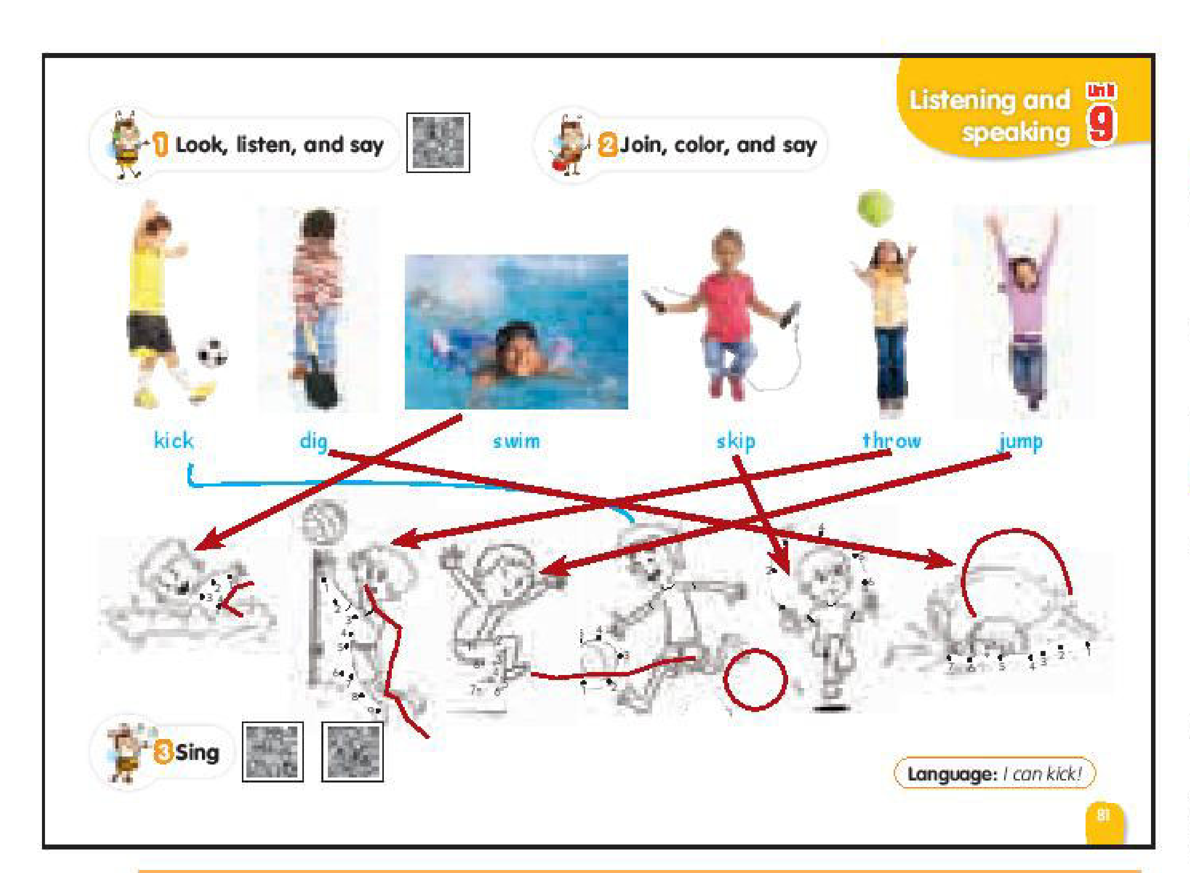
Audioscript

Youssef: *I can throw.*
Boy 1: *I can swim.*
Boy 2: *I can skip.*
Boy 3: *I can kick.*
Hany: *I can dig.*
Girl: *I can jump.*

Extra practice

❑ Practice the new actions (skip, hop, throw, etc.) with the whole class, and then with groups. Say a word and encourage students to mime the action. Begin slowly at first and make sure all students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. Have fun!





LESSON 1 page 81

1 [CD1.57] Look, listen, and say

1 Hold up your Student's Book and point to Exercise 1 on page 81.
2 Say *kick* and make sure students are pointing to the picture of the boy kicking.
3 Say *Listen*. Play the CD and demonstrate pointing to each action as it is named.
4 Play the CD again, word by word, and ask students to point and repeat.

Audioscript

kick
dig
swim
skip
throw
jump



Extra practice

- Play the CD, word by word again, and this time tell students to find and point to each of the actions in the picture on page 80 and repeat the word. Tell them, for example, to find and point to kick and say *kick*. Encourage students by saying *Yes!* or *Well done!* when they find and name the actions correctly.
- Put students into pairs to do the same activity. Student 1 names an action: Student 2 finds it in the picture on page 80, points to it and names it. Encourage students to wait for their partner to finish, to listen carefully and to respect their partner's response.
- Monitor students as they work and encourage and help them as needed.

2 Join, color, and say

1 Play a quick game of *Show me* (Games Bank, page 96) to revise the numbers 1-10.
2 Ask students to connect the dots in each of the pictures, following the dots in order from 1 to 10. Say *Look at picture 1. Where do we start? Where is 1?* Encourage students to point to the first dot. Check that they are pointing to the correct dot. Say *Well done!* Say *Where's 2? Where's 3?* Encourage students to trace the whole shape with their finger, counting as they do so. When they are confident, they should trace the shape with a pencil. Ask students to work in pairs to complete the rest of the pictures.
3 When all the students have finished drawing, say *What is picture 1?* They point and say. Elicit *swim*. Continue for the other pictures.
4 Point to the pictures. Say *What can you do? Can you swim? Can you dig?*
5 Help the students to form sentences *I can (swim). I can (dig).*
6 Hold up your book and point to pictures in turn to practice the sentences. For example, if you point to the picture of the boy kicking, the class should say *I can kick*. Repeat until all students are confident.
7 Ask students to work in pairs.
8 They should point to pictures of actions they can do, and tell their partner *I can (kick).*
9 Ask one or two confident pairs to show their work to the class.

3 [CD 1.58 and 1.59] Sing

1 Tell students that they are going to learn and sing a new song.
2 Say *Listen*. Play the CD. Hold your book up and point to the actions in Exercise 1 as they are mentioned in the song.
3 Play the CD again and ask students to point to the pictures in the same way.
4 Play the song again and ask the class to sing along with you.

Audioscript

Girl: *I can skip*
I can throw
I can jump, jump, jump

Unit 9

Skip, throw and jump with me!
Boy: *I can kick*
I can swim
I can dig, dig, dig.
Kick, swim and dig with me!

Practice game

Play *Mime it* (Games Bank, page 95) to practice the new action words.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we learn today?* Encourage students to name the actions.
- Ask *Can you skip?* Encourage students to put up their hands if they can. Repeat with other actions. Say *Well done!*
- Say *We sang a song.*
  Next we will learn about the sounds /ɪ/ and /ʌ/.

LESSON 2 page 82

Objectives: To learn the letter sounds /ɪ/ and /ʌ/
To find words with the /ɪ/ and /ʌ/ sounds
To trace and copy the letters *i, u, I,* and *U*

Vocabulary: *in, insect, Injy, under, umbrella, Uncle Amr*

Materials: Student's Book, pages 82 and 83
Class CD
A teddy or doll and a box
Modeling clay for the *Fast finishers* activity

Opener

- Play *Teacher says* (Games Bank, page 96) with the actions from Lesson 1.
- After a few rounds, you could invite some children one by one to come and take the role of the teacher.

Presentation

1 Hold up the teddy or doll and box. Put the teddy or doll in the box and ask *Where's the teddy/doll?* Teach *in the box.*
2 Write the letter *i/I* on the board.
3 Point at the letter and say /ɪ/. Students repeat the sound /ɪ/ with you.
4 Hold up the teddy/doll in the box again and elicit *in*.



5 Write the word *in* on the board and circle the *i*. Point to the letter and then the teddy/doll in the box quickly, saying /ɪ/ *in*. Ask students to repeat.
6 Repeat steps 3-5 with the capital letter *I* and *Injy*. Explain that some words start with capital letters. Write *Injy* on the board. Select a confident student and ask him/her to circle the capital I. Ask students to think about why it is a capital I. Help students by asking questions like *is it a name?* Encourage students to reply that it is a name. Praise all correct answers.
7 Put the teddy/doll under the box and ask *Where's the teddy/doll?* Teach *under the box.*
8 Write the letter *u* on the board.
9 Point at the letter and say /ʌ/. Students repeat the sound /ʌ/ with you.
10 Point to the teddy under the box again and elicit *under*.
11 Write the word *under* on the board and circle the letter *u*. Point to the teddy under the box and the letter, saying /ʌ/ *under*. Ask students to repeat.
12 Repeat steps 7-11 with the capital letter *U* and *Uncle Amr*.

1 [CD 1.60] Listen and repeat

1 Help students to find page 82.
2 Put the teddy/doll in the box and ask *Where's the teddy/doll?* Students say the word *in*.
3 Then point to the letter i on the page and say the sound /ɪ/. Students repeat after you. Practice this several times.







4 Say *Listen* and play the first part of the CD, encouraging students to repeat the word and sound.
5 Play the second part and demonstrate that students should make the target sound after the word.
6 Play the third part and demonstrate that students should say the model word after the target sound.
7 Play the CD several times so students can mirror and practice the correct pronunciation.
8 Repeat steps 2-7 with the teddy/doll under the box for under and /ʌ/.

Audioscript

in, /ɪ/	*under, /ʌ/*
in	*under*
/ɪ/	*/ʌ/*

2 Look and circle i and u, or I and U

1 Look at the pictures with the class and identify the item and actions in the pictures. Say *What's this? (in, insect, Injy, under, umbrella, Uncle Amr).* Say the words together with the class.
2 Point to the teddy in the box. Say the word *in*. Say */ɪ/ in*. Point to the *i* and show the students how to draw a circle around it.
3 Point to the boy under the table. Say the word *under*. Say */ʌ/ under*. Ask the students to draw a circle around *u*.
4 Repeat for the other words on the page.

Extra practice

❑ Point to each picture and ask the class to say the correct sound and word.

LESSON 2 page 83

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
2 Model the letter formation for the letter *i*. Say the sound /ɪ/. With your back to the class, write a large letter i in the air with a finger. Make the starting point and direction of writing clear. Say *Start at the Plane Line, go straight down to the Grass Line. Pick up your pencil and draw a dot between the Sky Line and the Plane Line.*
3 Students copy the letter in the air several times, saying the letter sound as they do so.
4 Model the correct way to write the letter on the board.
5 Repeat steps 2-4 with the capital letter *I*.
6 Help students to find page 83.
7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
8 Ask students to trace over the dotted letter i and I in their books with a finger first.
9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
10 Ask them to trace the large letters with a pencil, making sure that they follow the direction of the arrows.
11 Read the three words on the left of the page to the students. Ask them to trace the letter *i* or *I* for each word.
12 Repeat steps 2-11 for the letters *u* and capital *U* and the words on the right-hand side of the page. For the Sky Writing, say *Start at the Plane Line, go down and around to the Grass Line, go up and around to the Plane Line. Go straight down to the Grass Line.*



Fast finishers

- Give students some modeling clay and ask them to make the shape of the letters *i* and *u*. If they have time, they can also make other letters which they know.

Unit 9

Practice game

1 Put students into groups. Give each group a large piece of paper.
2 Say *Listen and write*.
3 Say a sound for which students have learned the letter (/æ/, /b/, /k/ (c), /d/, /f/, /g/ , /h/, /ɪ/, /n/, /p/, /kw/, /r/, /s/, /t/ and /ʌ/ are known sounds). Ask students to work together to draw the correct letter on the paper. Remind students to take turns and help each other. Remind students that there are two letters with the /k/ sound (c and k).
4 Ask students to hold up their letter to show you. Correct any mistakes.
5 Repeat with other known letters.

Closing

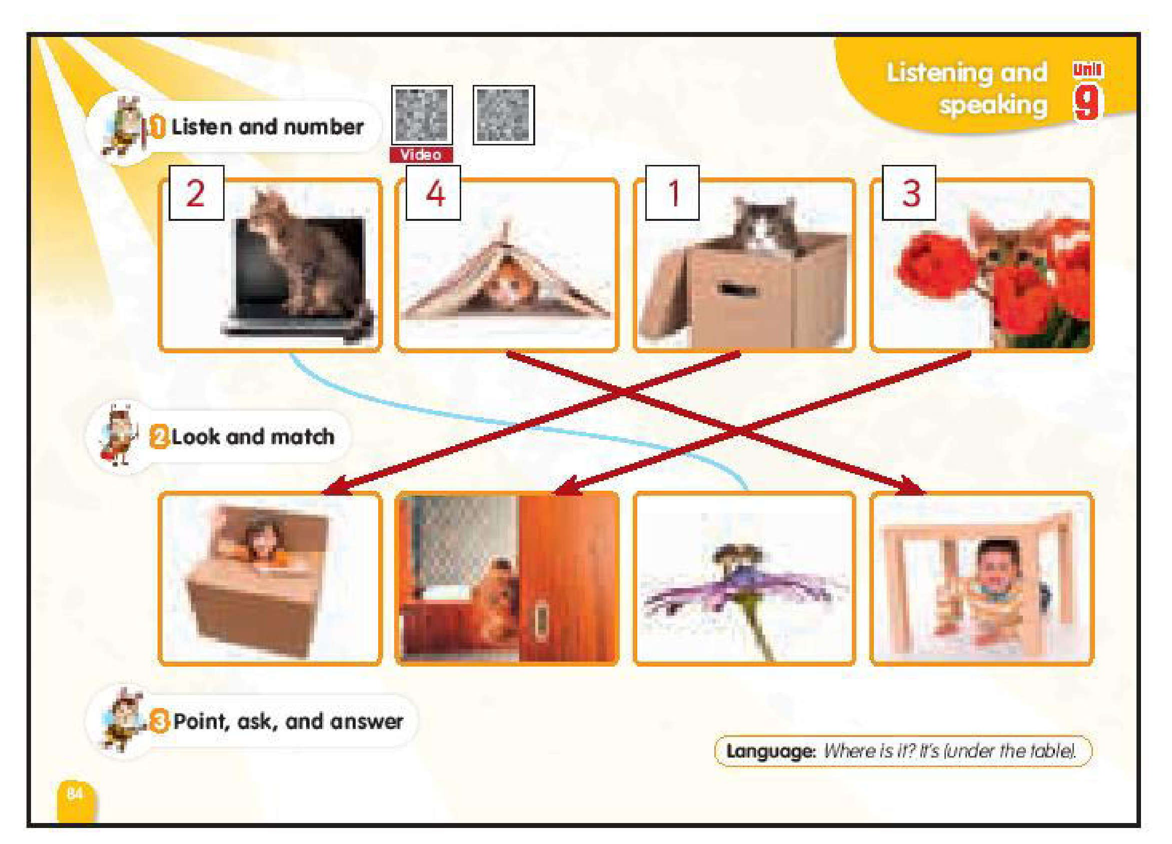
- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Draw a letter *i/I* on the board. Point to it and elicit the sound.
- Say /ɪ/, /ɪ/, ... *insect*. /ɪ/, /ɪ/, ...? Encourage students to say other words they know which start with the /ɪ/ sound. Praise all answers with the correct sound.
- Repeat with the letter *u/U*.
- Say *Next we will learn to say where things are*.

LESSON 3 page 84

Objectives:	To say where things are
Vocabulary:	*in, under, on, behind*
Life skills:	Critical thinking: Observation
Values:	Curiosity
Language:	*Where is it?* *It's (in) the (box).*
Materials:	Student's Book, pages 84 and 85 Class CD A teddy or doll and a box

Opener

- Practice instructions *skip*, *jump*, etc. with the whole class, in groups and then with individual students. Begin slowly at first and make sure all students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. Have fun!



Presentation

1 Hold up a teddy or doll and a box. Put the teddy or doll in the box. Say *Where is it?* Elicit *It's in the box*. Ask students to repeat.
2 Put the teddy or doll on top of the box. Say *Where is it?* Teach *It's on the box*. Ask students to repeat.
3 Put the teddy or doll under the box. Say *Where is it?* Elicit *It's under the box*. Ask students to repeat.
4 Put the teddy or doll behind the box. Say *Where is it?* Teach *It's behind the box*. Ask students to repeat.
5 Practice the new sentences, by putting the teddy in, on, under, and behind the box. As students get more confident, move the teddy more quickly.
6 Put students into groups. Ask them to take turns to be the teacher and put something in, on, under and behind something else. They can use a pencil case and a pencil to do this. The rest of the group should look at the pencil and pencil case and form the correct sentence. Go around the classroom to monitor and help as necessary.







1 [CD1.61] Listen and number

1 Help students to find page 84.
2 Indicate that this is a review for some items from units 8 and 9.
3 Point to the first photo. Say *Where is the cat?* Help students to say *It's on the computer.*
4 Point to the second photo. Say *Where is it?* Help students to say *It's under the book.*
5 Continue in the same way for the third and fourth photos (*It's in the box. It's behind the flowers*).
6 Explain that you are going to play the CD. Ask students to listen and point to the correct photo.
7 Play the CD, sentence by sentence. Ask students to repeat the words and point to the correct photo.
8 Play the CD again, sentence by sentence. Ask students to use the numbers 1-4 to write the order of the sentences in the small box next to each photo. Go around and monitor students while they work.

Audioscript

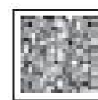
Narrator:	*1*
Boy 1:	*Where is it?*
Boy 2:	*It's in the box.*
Narrator:	*2*
Boy 1:	*Where is it?*
Boy 2:	*It's on the computer.*
Narrator:	*3*
Boy 1:	*Where is it?*
Boy 2:	*It's behind the flowers.*
Narrator:	*4*
Boy 1:	*Where is it?*
Boy 2:	*It's under the book.*

2 Look and match

1 Hold up your book. Point to the first photo in Exercise 2. Ask *Where is she?* to elicit *She's in the box.* Students are likely to get confused with *she*, *he* and *it*. Correct their mistakes, but the main language point of this lesson is *in*, *on*, *behind* and *under* so do not spend too much time explaining the difference between *she*, *he* and *it* in this lesson.
2 Say *in*. Point to the page. Say *Where's she?* Elicit that the girl is in the box. Point to picture 3 in Exercise 1 and explain that the cat is also in the box. Ask the students to draw a line connecting the two pictures.
3 Repeat steps 1-2 for the other pictures.

3 Point, ask, and answer

1 Point to a photo. Ask *Where is it?*
2 Elicit the answer in a full sentence for the class.
3 Practice several times with different pictures from Exercise 1 and 2.
4 Ask students to work in pairs.
5 The first student points to a photo and says *Where is it?*
6 The second student answers *It's on the computer.*
7 When they have talked about all the photos, they swap roles and Student 2 asks the questions for Student 1 to answer.
8 Go around the classroom and help as necessary.



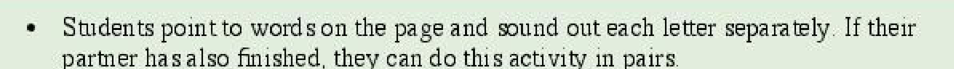
Digital link: A video about in, on, under and behind can be accessed by scanning this QR code

LESSON 3 page 85

1 Look and trace

1 Hold up your book. Point to Exercise 1 on page 85.
2 Point to photo 1. Ask *What is this?* Elicit *behind.*
3 Say *behind.* Ask the students to repeat.
4 Ask students to trace the letters under the picture of the cat.
5 Point at the picture and say *behind.*

6 Repeat steps 2-5 for the other pictures and words on the page. Make sure you separate and pronounce each sound in the words clearly.
7 Ask students to hold up their books to show you their completed work.



Fast finishers

- Students point to words on the page and sound out each letter separately. If their partner has also finished, they can do this activity in pairs.

2 Look and draw

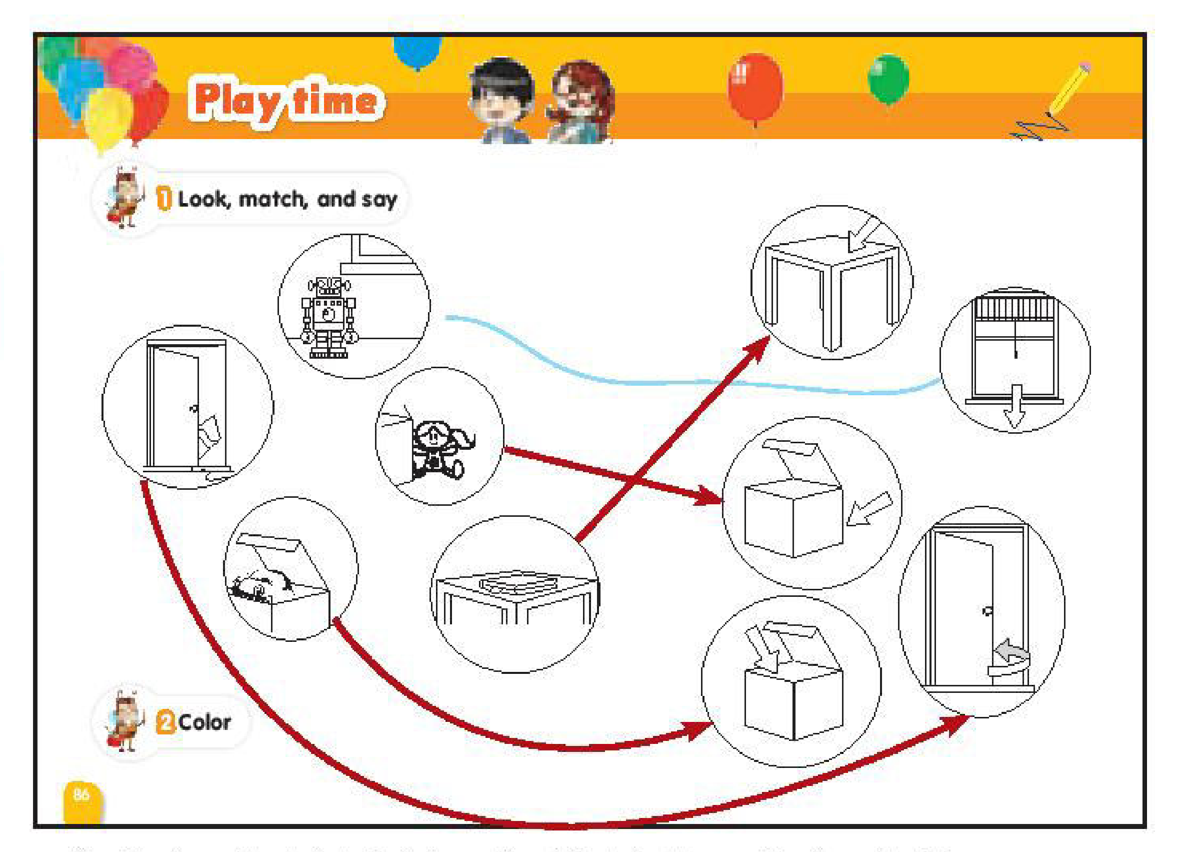
1 Hold up your book. Point to the *vocabulary*. Ask *What are they?* to elicit the words. Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words and color it.
2 Point to the cat in the box. Ask *Where is it?* to elicit *It's on the computer.*
3 Point to the other cats in turn and elicit where they all are. Ask students to draw a smile on the face and color it if they know *in*, *on*, *under* and *behind.*
4 Draw the letters *I* and *U* on the board. Point to teddy in the box. Ask *Where is it?* to elicit *It's in the box.* Ask the students to point to *i* or *u* on the board. Which is the correct letter for this word?
5 Point to the cat under the book. Ask *Where is it?* to elicit *It's under the book.* Ask the students to point to the correct letter on the board.
6 With your back to the class, write a large letter *i* in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for *u*.
7 Repeat steps 4-6 with the capital letters *I* and *U* and *Injy* and *Uncle Amr.*
8 Ask your students to color the smiley face next to the *phonics* words if they know these letters and sounds and color it.

Practice game

Play *Teacher says* (Games Bank, page 96) to practice actions.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Ask *What did we learn today?* Use a teddy or doll and a box to prompt *in*, *on*, *under*, and *behind.*
- Say *We can talk about where things are.*
  We can spell some words.
- Say *Next we will revise words and language from units 5 to 9.* Show units 5 to 9 in the Student's Book, so that students understand.



- Say *Thank you!* to students for being active. Ask students to say *Thank you!* to their shoulder partners for being helpful.



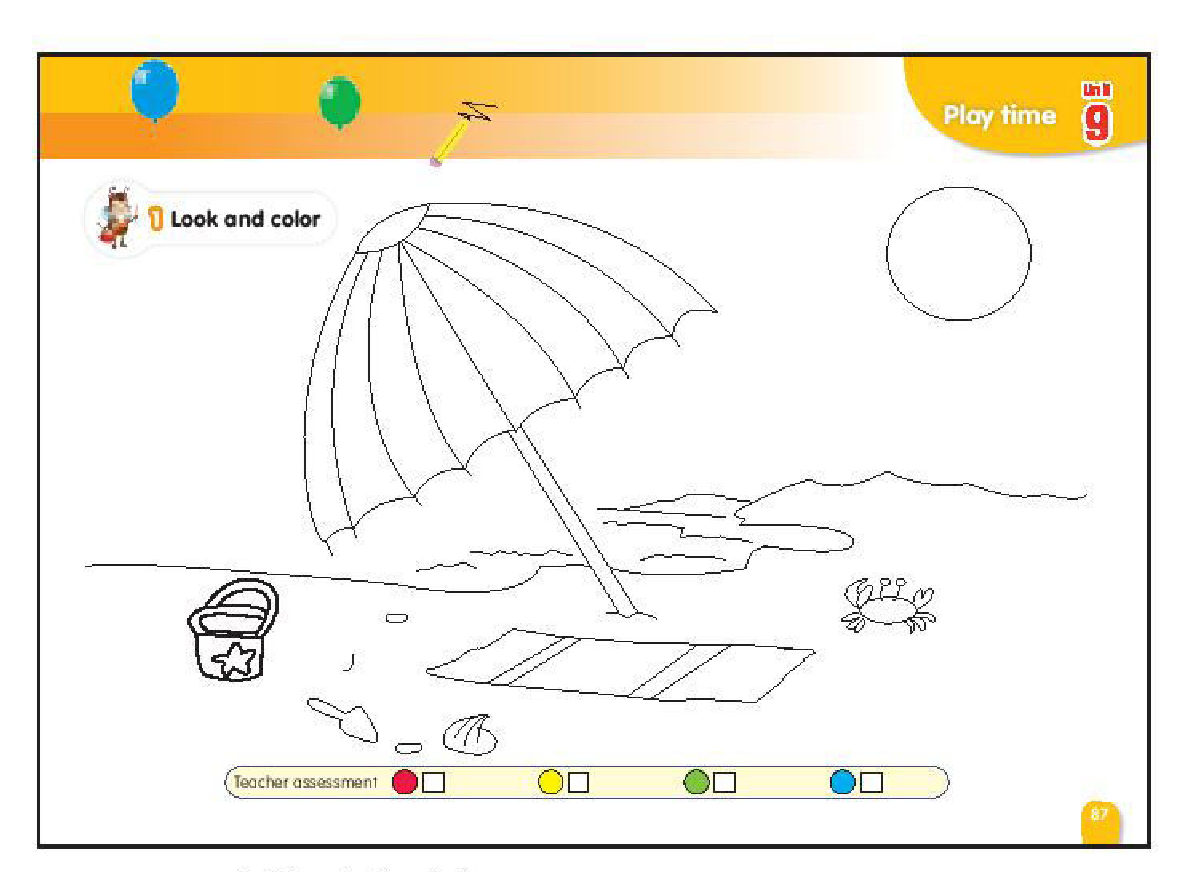
PLAY TIME page 86

- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, match, and say

1 Ask students to look carefully at the five pictures on the left. Each shows an object in, on, behind or under something.
2 Tell students that the five pictures show the places where the objects are. They should match the object to the place. Show that in the example the robot is under the window on the left, so it's matched to the picture with an arrow under the window.
3 Ask students to work in pairs. They can point at the pictures and make sentences, for







example *It's under the window*.

2 Color

1 Ask students to color the pictures carefully. Let them choose the colors they like, and praise their efforts.

PLAY TIME page 87



- *Play time* pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1 Ask students to color the picture of the beach carefully.
2 When they have finished coloring, ask them to show their picture to a friend and talk about the colors.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

LESSON 1 page 88

Objectives: To revise the vocabulary and language from units 5-9

Life skills: Negotiation and participation

Vocabulary: Rooms: *bathroom, bedroom, garden, kitchen, living room*
Shapes: *circle, rectangle, square, star, triangle*
Egyptian things: *camel, king, pyramid, queen, Sphinx, stones*
Actions: *dig, kick, skip, swim, throw, jump*
Places: *behind, in, on, under*

Materials: Student's Book pages 88 and 89
Class CD
Optional: spinners to use the page as a board game

Opener

- Welcome the children with a smile.
- Revise the vocabulary from units 5-9 with a game of *Word whispers* (Games Bank, page 96).

1 [CD 1.62] Look, listen, and point

1 Help students to find page 88.
2 Ask students *Who can you see?* Point to Busy Bee and ask *Who is this? (Busy Bee).*
3 Play the first word of the CD. Say *Listen and point*. Students point to the first picture.
4 Repeat for all the pictures.
5 Play the CD again. Pause after each word and ask the students to repeat and to point to the picture.

Audioscript

Narrator: *throw, camel, Sphinx, bedroom, star, swim, pyramids, kitchen, rectangle, kick, circle, bathroom, dig, queen, garden, king, square.*



2 Point, ask, and answer

1 Hold up the book and point to the first picture. Ask a confident student *What's this? (throw).*
2 Put students into pairs and ask them to continue in the same way, asking and answering about the pictures.
3 Go around the classroom and help as necessary.

Extra practice

- ❑ Put students into small groups and give each group a spinner.
- ❑ Tell them to use one book per group.
- ❑ Ask them to put a small item on the page where it says 'Start' (a rubber or any other small classroom item is fine for this).
- ❑ Give each group a spinner. Tell them to take turns.
- ❑ The first member of the group should spin the spinner and move their small item along the board by that number.
- ❑ The rest of the group asks *What is it?* to elicit the answer.



- The student then passes the spinner to the second child, who spins it and moves their small item in the same way.
- Continue until all members of the group reach the 'Finish' sign.

LESSON 1 page 89

1 [CD 1.63] Look, listen, and point

1 Help the students find page 89.
2 Ask students *Who can you see?* Point to Busy Bee and ask *Who is this? (Busy Bee).*
3 Ask students what they can see in the top row of hexagons. Say *What can you see? Yes, places in the house.*
4 Point to the living room and ask *What is this? (living room).* Say *Yes, it's a living room.*
5 Repeat steps 3-4 for the other rooms/places (bedroom, kitchen, bathroom, garden).
6 Play the first sentence on the CD. Say *Listen and point.* Students point to the corresponding room as they hear each one mentioned.
7 Repeat the procedure for the other rows of pictures.

Audioscript

Narrator: *living room, bedroom, kitchen, bathroom, garden*
Narrator: *mother, father, sister, grandfather, brother, grandmother*
Narrator: *star, square, triangle, circle, rectangle*

2 Point, ask and answer

1 Hold up the book and point to a hexagon. Ask a confident student What's this?
2 Put students into pairs and ask them to continue in the same way, asking and answering about the pictures.
3 Go around the classroom and help as necessary.

Review 2

LESSON 2 page 90

Objectives: To revise the letter sounds from units 5-9 - /f/, /t/, /d/ /g/, /æ/, /s/, /k/, /kw/, /I/, /ʌ/
To evaluate progress in units 5-9

Vocabulary: Family members: *father, mother, grandmother, grandfather, sister, brother*
Musical instruments: *drum, flute, triangle, guitar, piano*
Home: *living room, bedroom, kitchen, bathroom, garden*
Shapes: *star, square, triangle, rectangle, circle*
Egyptian things: *camel, king, pyramid, queen, Sphinx, stones*
Actions: *dig, kick, skip, swim, throw, jump*
Places: *behind, in, on, under*

Life skills: Self-management: Self-assessment

Materials: Student's Book pages 88 and 89
Pictures of rooms of a house: bathroom, bedroom, garden, kitchen, living room
A doll and a box

1 [CD 1.64] Look, listen, and number

1 Use a family tree chart to revise family members. Point to a family member and ask: *Who is he/she?* Ask students to answer using He's/ She's ... .
2 Say *Listen and do. Touch your (ears).* Encourage students to follow the instructions. Repeat with the other body parts.
3 Help students to find page 90.
4 Point to the first picture (man looking through binoculars). Mime looking through binoculars and say *I can see.*
5 Point to the other pictures, miming each action and saying the appropriate sentence.
6 Play the first sentence on the CD. Help the students point to the correct answer/picture. Let them try first on their own.
7 Write the number next to the correct picture. Help students do the same.
8 Play the rest of the audio, eliciting the correct answers from the class.

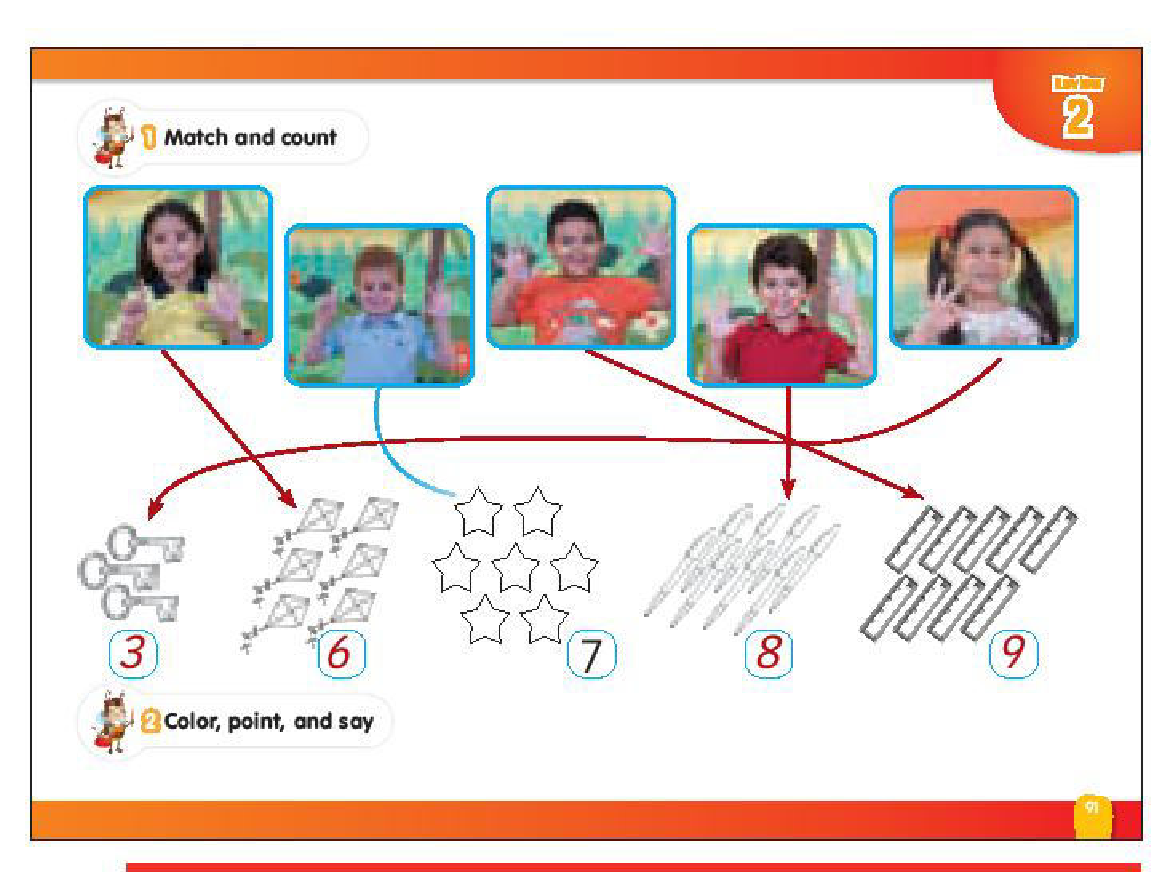
Audioscript

One. I can taste.
Two. I can smell.
Three. I can touch.
Four. I can hear.
Five. I can see.



2 Now say

1 Divide students into pairs.
2 Each student in the pair takes turns: one mimes the action (seeing with binoculars) and the other student says *I can (see).*
3 Repeat with all pictures.
4 Invite confident pairs to come to the front of the class to showcase.
5 Encourage all efforts.



LESSON 2 page 91

1 Match and count

1 Play *Show me* (Games Bank, page 96) to revise the numbers 1-10.
2 Model the formation for the number *1*. With your back to the class, write a large *1* in the air with your finger, making the starting point and direction of writing clear.
3 Students copy the number in the air several times, saying *one* as they do so.
4 Repeat steps 2-3 with the other numbers.
5 Hold up your book and point to page 91, Exercise 1.
6 Point to each of the photos and ask the class to count how many fingers the children are holding up.
7 Point to the first photo. Say *Count the fingers* and elicit *six*.
8 Show students how the example line goes to the group of six kites below.
9 Ask students to match the other numbers in the same way.
10 They can then write the answer in the box below each group of items.
11 Go around the classroom, encouraging the students and helping where necessary.
12 Ask students to hold up their books to show you their answers.

2 Color, point, and say

1 Ask students to color the items.
2 Put students into pairs.
3 Tell them to show their pictures to their partner and talk about them.

Example:
Student 1: *Three red keys*

Fast finishers



- Students practice vocabulary with a partner in the same way, using their own classroom items. *Count the pencils*, (*Five pencils*).

Practice game

Play *Guess the picture* (Games Bank, page 94) to revise vocabulary from units 5-9.

LESSON 2 page 92

1 Color and say

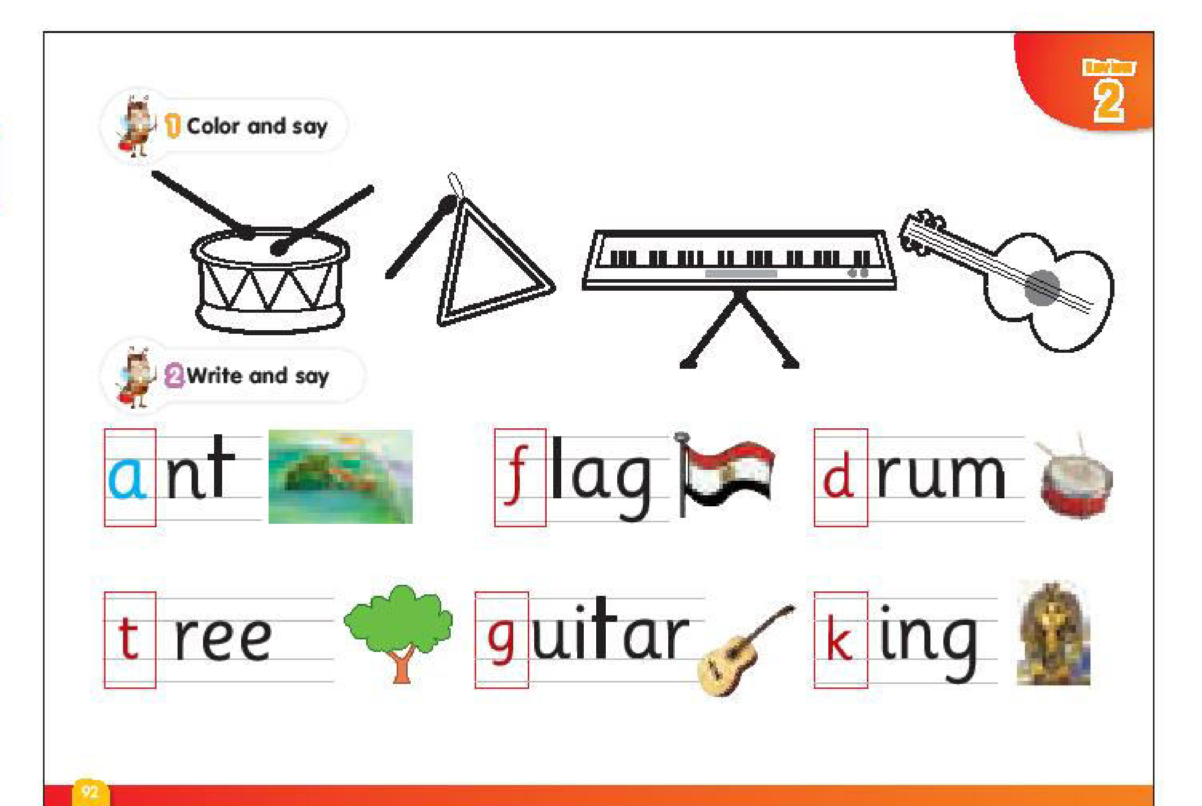
1 Help students to find page 92.
2 Point to the *drum*. Ask *What is it?* Elicit *drum*.
3 Repeat for *triangle*, *piano and guitar*.
4 Ask the students to color the pictures carefully.
5 When they have finished coloring, ask them to work in pairs. They should point to each picture and talk about it. For example, *It's a drum. It's blue*.
6 Ask a few confident students to show their pictures to the class and talk about them in the same way.

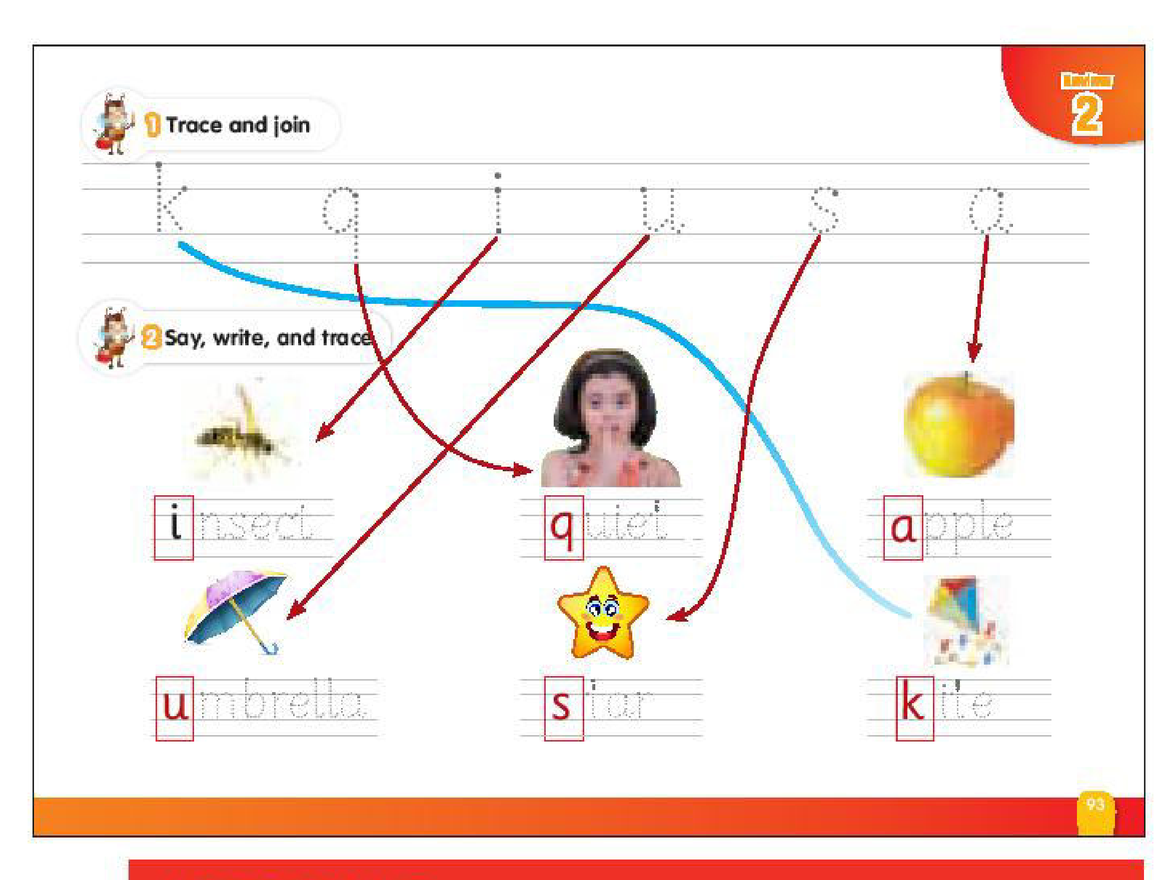
2 Write and say

1 Revise the sound /f/ by drawing a flag on the board and eliciting *flag*.
2 Write the letter f on the board and say /f/. Point to the letter and say /f/. Students repeat the sound /f/ with you.
3 Then point to the picture again and elicit *flag*. Point to the letter f on the board at the same time, so that the students are saying */f/ flag* repeatedly.
4 Repeat steps 1-3 with */a/ ant*, */d/ drum*, */t/ tree*, */g/ guitar*, and */k/ king*.
5 Model the letter formation for the letter *f*. Say the sound */f/*. With your back to the class, write a large letter *f* in the air with a finger. Make the starting point and the direction of the writing clear.
6 Students copy the letter in the air several times, saying the letter sound as they do so.
7 Repeat steps 5-6 with the other letters.
8 Hold up your book and point to Exercise 2.
9 Use the pictures to elicit the vocabulary. Point to the first picture and ask *What's this? (ant)*.
10 Say */a/ ant*. Ask students to repeat.
11 Show students the letter a written on the lines. Explain that they are going to write the first letter for the other words in the same way.
12 Repeat for the other pictures.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We revised words from units 1 to 9*.
  We can count to 10. Hold up your hands and count from 1 to 10 with the class. Then hold up numbers between 1 and 10 randomly and encourage students to say the correct words.
- Say *Next we will revise sounds and letters from units 5 to 9*.





LESSON 2 page 93

Opener

- Play *Point to the picture* (Games Bank, page 95) using the pictures of rooms.

1 Trace and join

1 Revise the sound /k/ by drawing a kite on the board and eliciting *kite*.
2 Write the letter *k* on the board and say /k/. Point to the letter and say /k/. Students repeat the sound /k/ with you.
3 Then point to the picture again and elicit *kite*. Point to the letter *k* on the board at the same time, so that the students are saying /k/ *kite* repeatedly.
4 Repeat the procedure for /kw/ *queen*, /I/ *(insect)*, /æ/ *(apple)*, /s/ *(star)* and /ʌ/ *umbrella*.
5 Model the letter formation for the letter *k*. Say the sound /k/. With your back to the class, write a large letter *k* in the air with a finger. Make the starting point and direction of writing clear.
6 Students copy the letter in the air several times, saying the letter sound as they do so.
7 Repeat steps 5-6 with the other letters.
8 Help students to find page 93. Point at Exercise 1.
9 Ask the students to trace each of the letters correctly.
10 Go around the classroom and help as necessary.
11 Point at the photo of the kite. Ask *What is it?* Elicit *kite*.
12 Show students how the example line is drawn from the k at the top to the picture of the king. Ask them to do the same for the other pictures and letter.
13 Ask students to hold up their books to show you their answers.

2 Say, write, and trace

1 Point at the photo of the insect. Ask *What is it?* Elicit *insect*.
2 Say /I/ *insect*. Show students the letter i written on the lines. Explain that they are going to write the first letter for the other words in the same way.
3 Repeat steps 1-2 for the other pictures.

Extra practice

❑ Put students into pairs to point to the pictures and say the word and sound.

Example
Insect /I/

❑ Ask a few confident students to show their work to the class.

LESSON 2 page 94-95

Now I can say...

1 Hold up your book. Point to the family members. Ask *What is it?* for each one to elicit the words (grandmother, grandfather, mother, father, brother, sister).
2 When students are confident that they know the family members, they should put a tick at the bottom of the column.
3 Use a doll and a box to revise *in, on, behind* and *under*. Move the doll more quickly as the students become confident.
4 If the students know these words, they should put a tick at the bottom of the column.
5 Hold up your book. Point to musical instruments. Ask *What are they?* to elicit the words.
6 If students know the words, they should put a tick at the bottom of the column.
7 Repeat the procedure for the rooms and the actions.
8 Draw the letter s/S on the board. Point to the photo of the star in the book. Ask *What is it?* to elicit *star*. Can the students think of any more words that start with *s?*
9 Repeat step 11 with the other letters.
10 Ask students to put a tick at the bottom of the column if they know the words.
11 Say *Well done!* to the class.



Fast finishers



- In pairs, students play *Missing sound* (Games Bank, page 91) to revise the letters s, a, k, q, i and u and their letter sounds /s/, /æ/, /k/, /kw/, /ɪ/,/ʌ/.



Practice game

Play *Word whispers* (Games Bank, page 96) to revise all the known vocabulary.

Closing

- Remind students about what they have learned.
- Draw a letter *s/S* on the board. Point to it and elicit the sound.
- Say */s/, /s/, ... star. /s/, /s/...?* Encourage students to say other words they know which start with the /s/ sound.
- Repeat with the letters *a/A, k/K, q/Q, i/I* and *u/U.*
- Say *We know colors.* Hold up some objects and ask *What color is it?*
- Say *Well done!*

Games bank

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. *the letter h (/h/)*. The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow/red/blue/green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all the students get to the other side of the room, they repeat with the other student leading.

Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing, e.g. */h/ hello*, */b/ book*, */r/ robot and /d/ daddy*, in different corners of the room. Ask the children to move around the room to the music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board*, *book*, *chair*, *crayon*, *pencil or table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name).* Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara).* When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. */h/ hello, /b/ book and /r/ robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, h on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point to a (crayon).* Students find and point to the item.

Point to the letter

Use this game to practice phonics. Display pieces of paper with a letter on each piece. Put them up in different parts of the classroom. Say one of the letter sounds, e.g. /b/. Students point to the correct letter. As students gain confidence, you can say the sounds more quickly. You can also use calling sticks to choose students to say letter sounds.

Point to the picture

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is daddy, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of daddy. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says... touch your (nose)* and touch your own nose. The students touch their noses. Continue with eye, hair, ear, mouth and hand. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs, e.g. one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. camel, elephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need a pictures of vocabulary items, words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers *doll* to the student next to him/her, who whispers the word they have heard to the student next to him/her, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

Egyptian International Publishing Company – Longman



10a Hussein Wassef Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt


York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

This impression 2019
First published 2018
ISBN 978-977-16-1498-2
Deposit No. 14620/2018
Printed by